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ABSTRACT

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth was conducted to evaluate the influence of the Independent Living Initiatives, Public Law 99-272, on States' development of programs, policies, and services; and the impact of services on outcomes for older youth discharged from foster care. The first phase of this evaluation was completed in August 1990. This report addresses the findings of Phase II conducted between August 1990 and September 1991. The sample design for this study employed a multi-stage, stratified design with probability sampling at each of three stages of selection: State, county clusters, and youth 16 and older who were discharged from foster care. Using regression modeling techniques, the impact of receiving independent living skills training on these youths' outcomes was assessed. The ability to achieve self-sufficiency was measured in the near term and the long term. The study found: (1) services authorized by the Independent Living Initiatives have the potential to improve outcomes for youth; (2) skills training in particular skill areas led to better individual outcomes and no one skill area had a consistent effect across all outcomes assessed; and (3) more comprehensive effects were achieved with a combination of skills delivered within a prescribed set of five skill areas: money management, consumer skills, skill in obtaining credit, skill in the use of educational opportunities, and skill in finding and maintaining employment. Volume 1 of the report presents the findings. Volume 2 details the study methodology, sampling, weighing, and estimation procedures, and also contains the study questionnaire. A large proportion of both volumes consists of detailed statistical tables and charts. (ABL)

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# A National Evaluation of Title IV-E Foster Care Independent Living Programs For Youth

## Final Report

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## Phase 2 Final Report
## Volume 1

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# A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth

Contract No. 105-87-1608

Phase 2
Final Report
Volume 1

Prepared for:

Department of Health and Human Services
Administration for Children and Families
Administration for Children Youth and Families
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Prepared by:

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# EXECUTIVE SUMMARY

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth was conducted to evaluate the influence of the Independent Living Initiatives, Public Law 99-272 on (1) States' development of programs, policies, and services; and (2) the impact of services on outcomes for older youth discharged from foster care.

The first phase of this evaluation was completed in August 1990. This report addresses the findings of Phase II conducted between August 1990 and September 1991.

The study found that:

- **Services authorized by the Independent Living Initiatives have the potential to improve outcomes for youth.**
- **Skills training in particular skill areas led to better individual outcomes. No one skill area had a consistent effect across all outcomes assessed.**
- **More comprehensive effects were achieved with a combination of skills delivered within a prescribed set of five skill areas -- money management, consumer, credit, education opportunities and employment**

## Methodology

The sample design for this study employed a multi-stage, stratified design with probability sampling at each of three stages of selection -- State, county clusters, and youth 16 and older who were discharged from foster care. During Phase 1 (1988), case record data were obtained for a sample of 1,644 adolescents (weighted to represent 34,600 youth) discharged from foster care between January 1987 and July 1988. Phase II included the difficult task of locating these youth, with minimal information about their whereabouts, 2.5 to 4 years after their discharge from foster care. Interviews were conducted with 810 youth between November 1990 and March 1991 to obtain information about their adaptation after leaving the foster care system.

Using regression modeling techniques, the impact of receiving independent living skills training on these youths' outcomes was assessed. The ability to achieve self-sufficiency was measured in the near term -- that is, the ability to be self-supporting in the period some 2.5 to 4 years after discharge -- and also the long term. Long-term indicators of self-sufficiency include those outcomes that are likely to affect the ability of youth to support themselves and have productive lives. Eight outcomes were assessed in terms of five different measures of skills training. Figure 1 summarizes the measures that were used in assessing the impact of skills training on the outcomes of interest.

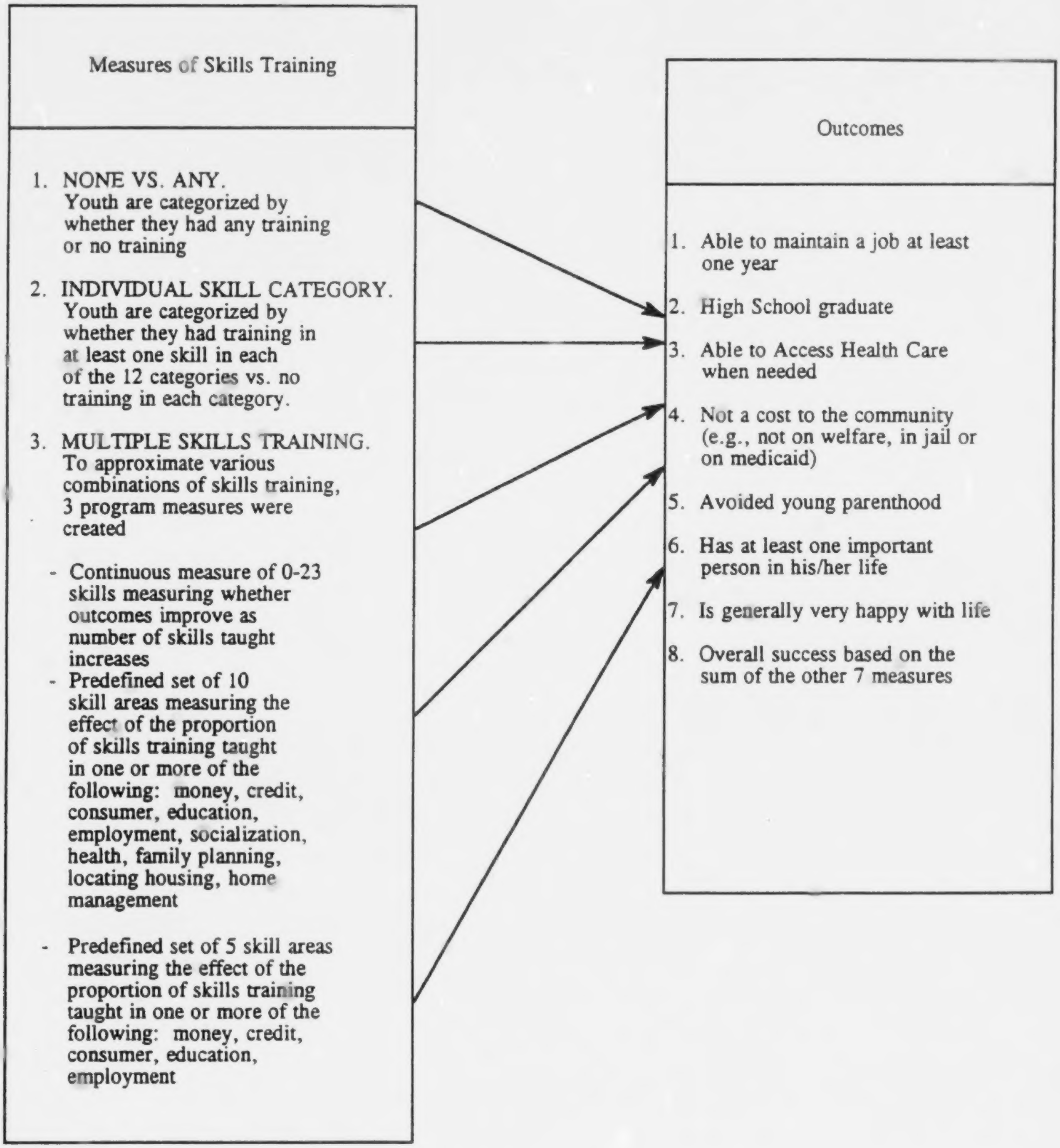
## Findings

**Finding 1: The type of skills training encouraged by P.L. 99-272 was positively related to outcomes, particularly when the skill areas of money management, credit, consumer, education and employment were provided in combination.**

Until the passage of P.L. 99-272, only minimal attention was paid to the systematic provision of services to adolescents. In particular, how much emphasis to place on the provision of skills and resources that youth would need to function as self-sufficient adults was often left to the discretion of individual caseworkers or other service providers. The funding that has resulted from the law has provided States the opportunity to address these service deficiencies. Overall, there has been a tremendous amount of activity to develop and implement services, but a systematic and comprehensive approach to providing services is still the exception rather than the rule.

The Federal initiative outlined areas of skills training for States to consider when developing and providing independent living services to youth. Although the respondents had not necessarily participated in services directly funded through P.L. 99-272, they had received training in the same types of skills as encouraged through the Federal initiative. These skill areas include employment, education, daily living skills, and the other skills necessary to ensure self sufficiency.

Study findings indicate that youth who received independent living skills training exhibited better outcomes with respect to the eight outcomes that were assessed than did youth



Measures of Skills Training

1. NONE VS. ANY.
   Youth are categorized by whether they had any training or no training
2. INDIVIDUAL SKILL CATEGORY.
   Youth are categorized by whether they had training in at least one skill in each of the 12 categories vs. no training in each category.
3. MULTIPLE SKILLS TRAINING.
   To approximate various combinations of skills training, 3 program measures were created
   - Continuous measure of 0-23 skills measuring whether outcomes improve as number of skills taught increases
   - Predefined set of 10 skill areas measuring the effect of the proportion of skills training taught in one or more of the following: money, credit, consumer, education, employment, socialization, health, family planning, locating housing, home management
   - Predefined set of 5 skill areas measuring the effect of the proportion of skills training taught in one or more of the following: money, credit, consumer, education, employment

Outcomes

1. Able to maintain a job at least one year
2. High School graduate
3. Able to Access Health Care when needed
4. Not a cost to the community (e.g., not on welfare, in jail or on medicaid)
5. Avoided young parenthood
6. Has at least one important person in his/her life
7. Is generally very happy with life
8. Overall success based on the sum of the other 7 measures

Figure 1. Measures for assessing impact of skills training on outcomes

who had not received this training. However, this finding depends upon how skills training was measured.

1. No significant difference was found between those youth who received no skills training versus those who had any skills training for any of the outcomes of interest.
2. Some individual skills training areas produced positive effects on particular outcomes (e.g., health training on accessing health care). However, no one area had a consistent effect across all outcomes.
3. Combinations of skills training led to better outcomes. However, random increases in the number of skills taught did not in themselves lead to a greater likelihood of being able to maintain a job for at least 1 year or avoid being a cost to the community. Skills training in the five core areas (money, credit, consumer, education and employment) increased the probability of accomplishing these outcomes as well as increased the likelihood of youth accessing health care, being very satisfied with life, and overall self sufficiency.

The magnitude of the effect of these 5 core skills varied depending upon the specific characteristics of the youth and the outcome being assessed. Using a young woman with the typical characteristics of youth discharged from care as an example,[1] it was estimated that if she was not provided any of the five skills her likelihood of maintaining stable employment 3 years after discharge was 22 percent. However, as the number of skill areas in the five areas increased, the young woman's likelihood of maintaining stable employment increased from 40 percent (with one service) to 95 percent with all 5 services.

Random increases in the number of skills taught did not, in themselves, lead to a greater likelihood of achieving better results for specific outcomes. For example, adding skills training in home-management, socialization, obtaining community resources, or locating housing did not increase measurably the probability of being able to maintain a job for 1 year. For the best results, skills needed to be targeted toward the outcomes which they were intended to improve, and they needed to be provided in combination.

---

[1] White female, no high school degree at discharge, no job while in care, no emotional, mental or physical handicaps, no drug or chronic health problems, entered care at age 13, remained in care 42 months, three different living arrangements, one placement into care, entered care because of family dynamics, any skills training -- formal and informal.

Three outcomes that were assessed -- early parenthood, educational status after discharge, and having a social network -- were not significantly increased by skills training as measured for this study. Training in the areas of education, socialization, and family planning were included in the analysis, but they did not significantly increase outcomes in their related areas.

A number of youth receive independent living services by attending life skills training for a designated period of time (usually 8 to 10 weeks) and these classes include training in a wide variety of skills. While the classes include education and employment training, the focus tends to be on budgeting, housekeeping, and other daily living activities. In fact, youth reported that the greatest amount of skill training they received was in home management and socialization. Some programs have been developed specifically to address the educational and employment needs of youth, but they are not being provided as commonly as basic skills training classes. Also, service provision is often delivered as a package with little attention to the specific needs of youth or the outcomes that the services are intended to target.

The findings from this study indicate that this is not the most effective approach for service delivery. Services work best when a set of particular services are targeted to meet specific goals. The provision of any services, or even a number of services that are not targeted toward specific outcomes, was not shown to be effective in providing the desired results.

**Finding 2. High school completion prior to discharge led to better outcomes, regardless of skills training.**

High school completion prior to discharge was positively related to stable employment, not being a cost to the community, and overall self-sufficiency for foster youth, after discharge, whether or not youth had received any type of skills training during foster care.

**Finding 3: Discharged foster youth need services to help improve after discharge outcomes.**

▪ In general, the status of older foster care youth 2.5 to 4 years post discharge is only adequate at best

- Fifty-four percent (54%, 19,700) completed high school,
- Forty-nine percent (49%, 17,000) were employed at the time of the study interview,
- Thirty-eight percent (38%, 12,800) maintained a job for at least one year,
- Forty percent (40%) were a cost to the community at the time of interview,
- Sixty percent (60%, 11,800) of the young women had birthed a child,
- Twenty-five percent (25%, 8,400) were at least one night, homeless,
- The median weekly salary was $205, and
- Seventeen percent (17%) were completely self supporting.

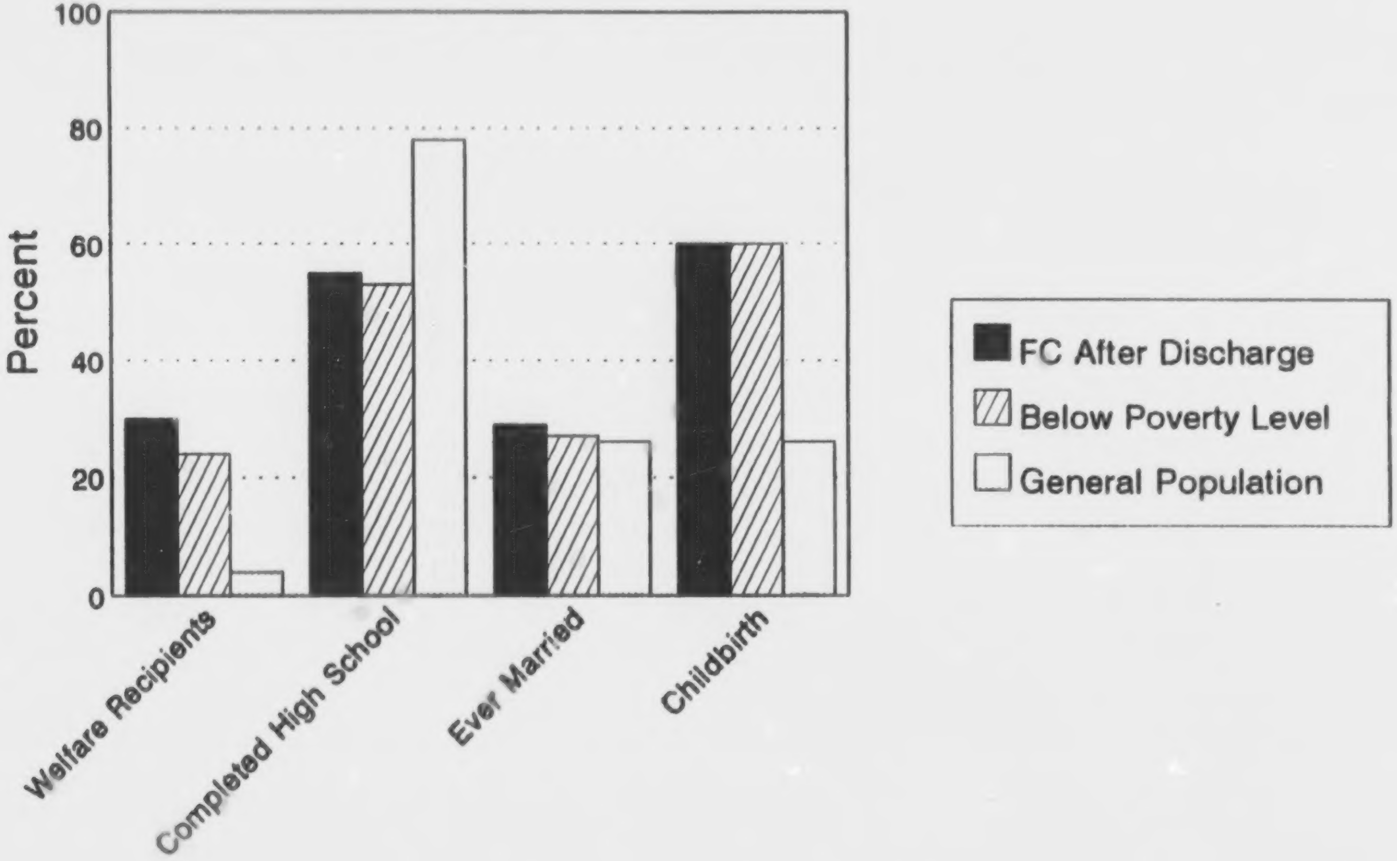
▪ With respect to education completion, young parenthood, and the use of public assistance, discharged foster care youth more closely resemble those 18 to 24 year olds living below the poverty level than they do 18 to 24 year olds in general population. (See Figure 2).

These findings verify the need for services to help improve the outcomes for youth after discharge from foster care.

**Finding 4: Extended family members were involved with youth prior to and post discharge.**

A small percentage of youth had their parental rights terminated (11%), a large number of the youth entered care as teenagers (approximately 70%), a number of youth were visited by their parents in their last year of care (69% of mothers and 47% of fathers), and 54 percent of the youth went to live with extended family members upon discharge. These findings suggest that further exploration of the role that parents can play in helping make the transition of

**Selected outcomes for 18-24 year olds in the general population, living below poverty level, and foster care youth 2.5-4 years after discharge.***



* Includes both children receiving and not receiving skills training

Figure 2. Comparisons of selected outcomes for three youth groups

youth to the community is essential. In some instances, these extended family members provide both emotional and financial support to youth upon discharge.

**Finding 5: Approximately 60 percent of the young women had given birth to a child, and becoming a young mother was associated with becoming a cost to the community after discharge from foster care.**

The percentage of study youth who became young mothers (60%) and the extent to which this can be associated with poorer outcomes is another critical issue that must be addressed. Overall, those young women who birthed a child had poorer outcomes than young women who had not birthed a child with respect to:

- Completing high school (47% and 67%, respectively),
- Completing further schooling after discharge (21% and 50%, respectively),
- Being employed at the time of interview (34% and 55%, respectively),
- Maintaining a job for at least 1 year (23% and 33%, respectively), and
- Being a cost to the community (61% and 22%, respectively).

The issue is more complicated than just providing family planning services. The study did not find that independent living skills training were significantly related to youth avoiding young parenthood. To complicate the issue, for many of the young women, having a child to care for is the most important aspect of their lives. Finally, this finding also has major implications for future health care issues. The situation requires careful consideration, more study, and for now, a number of alternative service interventions.

**Finding 6: Obtaining health care when needed was a problem for approximately 30 percent of the study youth. Youth indicated that the main barrier to accessing health care was lack of money or health insurance coverage.**

## Program and Policy Implications

These findings suggest a number of implications for service delivery and future policy. In delineating these implications one cannot dismiss the general impressions youth left on all who interviewed them. The youth were open, provided constructive input about the foster care system, and most important, conveyed a sense of hopefulness about their future. Many of the youth have persevered despite obstacles and disappointments, and would be aided by being provided the tools necessary to lead productive and fulfilling lives. The following program and policy implications for Federal and State initiatives are presented to help achieve this goal.

**FINDING 1: The type of skills encouraged by P.L. 99-272 were positively related to outcomes, particularly when the skill areas of credit, consumer, budget, education and employment were provided in combination.**

### Federal

1. Continuation of the Federal Independent Living Initiative Legislation.
2. Enforce the provision of P.L. 99-272 that requires that specific case plans be developed for youth 16 and older to aid in their transition out of foster care through the 427 review process.
3. Require that youth's case plans address at a minimum the acquisition of skills in the five core areas, money, credit, consumer, employment and education.

### State

1. Prioritize formal skills training to include education, employment, consumer, credit and budgeting skills.
2. Institute training for the foster parent role in teaching life skills into the pre-service and in-service foster parent training. The teaching of life skills can be accomplished informally through every day living arrangements, while skills such as employment and educational training need to take place in more formal settings. While this appears to be stating the obvious, the point needs to be made, since child welfare agencies have frequently attempted to make up through formal training for what they correctly perceive as a missing element in the youths foster home or group home environment. Since the findings showed that the most likely precursors to self-sufficiency were the completion of high school and training in employment, education and money management skills, it would be a waste of resources to provide formal training in basic living skills

(e.g., home management) when completion of high school is likely to provide the greater payoff. This is not to deny the importance of basic living skills, but these should be provided through the youths living arrangement; caretakers should be trained and encouraged to incorporate the teaching of these skills into everyday living situations.

3. Regard caretakers as members of the social service team. Their talents, ideas, and personal resources augment the success of informal life skills instruction. They should be encouraged to allow youth to make their own decisions, prepare family meals, and generally learn to take responsibility for their own welfare.

4. Formalize written assessments of the strengths and weaknesses of individual youth which include youth as an integral part of this process so that they become involved in the decisions about the services they receive. Moreover, by formalizing assessments and inviting youth to participate in these assessments, specific goals can be identified and services tailored to meet youths' needs. This decision making can be emphasized by implementing case review conferences with all youth in care at age 16 to discuss independent living issues. Involving youth in this process is itself an important means of moving then towards self-sufficiency.

**FINDING 2: High school completion at discharge led to better outcomes, regardless of whether or not youth received Independent Living skills training.**

**Federal**

1. Develop policies that promote keeping these youth in care until they are 21 years old to give them more opportunity to complete high school and training plans. Currently Federal payments do not extend to the care of children until the age of 21. Although many States have the option of keeping youth in care until they are 21, these policies have many contingencies. Also, because Federal funding is no longer available for these youth, the impetus at the State level to encourage keeping youth in care past their eighteenth birthday is often negligible. Keeping youth, who do not have family to return to for care, until age 21 is particularly important in light of the finding that youth who stayed in care past their 18th birthday were more likely to complete high school and the completion of high school leads to significantly better overall outcomes.

2. Enforce compliance with the federal regulations which require education plans be included in case records.

3. Encourage targeting foster youth participation in existing education programs funded through other Federal agencies.

4. Fund demonstration grants to develop model education planning procedures and programs for foster youth.

**State**

1. Every possible effort should be made to help youth complete high school. If an agency has to choose between using funds for enrolling a youth in an independent living program or providing educational tutoring that would lead to completing high school, the study results suggest the most effective choice may favor providing educational tutoring.

2. Encourage the child welfare system and the education system to work together to target those youth who need special programming, develop the programs, and monitor progress.

   A number of States require that educational plans be developed for foster care youth, and some States have developed innovative ways of implementing these plans. A key element is to incorporate team meetings with school personnel to ensure that all delivery systems are working towards the same goal. These plans also become part of the youths' casework plans, and progress toward completion of the plans is incorporated into the administrative and court reviews of youth.

   Some States have begun to develop special programs that coordinate the provision of independent living services through the schools. One method for accomplishing this has been to provide independent living services through the community college system, and give youth school credit for the courses. In one State independent living programs are provided in the local high schools as part of the high school curriculum. Providing training through the school setting does not mean providing training in a traditional classroom manner. Experiential training can be incorporated into the programming. These programs not only coordinate services for individual youth, but they begin to coordinate services across agencies.

**FINDING 3: Extended family members are involved with youth prior to and post discharge.**

**State**

1. Review agency practice with respect to involving family members in case planning, and service provision. The majority of the youth discharged from care entered care as teenagers and their families have been a major influence in their development. Whether this influence has been positive or negative, it exists, and at a minimum, agencies should consider encouraging parental participation whenever possible.

2. The findings also suggest that preventive family services and crisis intervention might be viable alternatives to removing teens from their homes in the first place.

**FINDING 4: Sixty percent of discharged young women and 23% of young men had birthed/fathered a child.**

**Federal**

1. Develop Model Licensing regulations for alternative living arrangements for foster youth, such as apartment settings for mothers and babies.
2. Fund demonstration grants to develop programs and support services for foster youth with babies.
3. Further research is needed to address the implications of young parenthood; for example, the ramifications for health issues and a better understanding of the underlying causes of the problem, so that services can be appropriately targeted.

**State**

1. For those young girls who do have children, in the interest of the well-being of both the children and the mother, there is a need for services to help them learn how to parent so that while the welfare cycle perhaps cannot be interrupted for now, there is at least the hope that another generation of foster care children is not being raised. Also, job training courses are needed which allow the mother eventually to provide the income necessary to raise her children.
2. Many of the young women interviewed reported that the reason they left care was that they became pregnant, and that was the only way they could keep their child. Policies and practices that inhibit maintaining young mothers with their children in foster care need to be reviewed. Programs that provide independent living arrangements for pregnant teens and the development of foster homes that will take the young mother and her child need to be developed. Also programs that provide mentors for these young women by connecting them with other pregnant women in the community need to be explored.

**FINDING 5: Obtaining health care when needed was a problem for approximately 30 percent of the study youth. They indicated that the main barrier was lack of money or insurance.**

**Federal and State**

1. Consider providing health care for these youth extending Medicaid benefits after discharge.

2. Consider using independent living funding to help older youth pay for health insurance for up to 6 months after discharge.

As a result of the independent living initiatives more emphasis has been placed on preparing youth for self-sufficiency. The study findings indicate that services can help the process. However, foster youth like all youth need skills training in a wide spectrum of areas to move towards self-sufficiency. Thus, the concept of preparing youth to be self-sufficient is a philosophic approach to service delivery as well as a practice. It is an approach to providing care that promotes growth and self-sufficiency for all youth. Each responsible adult (foster parent, child care worker, birth parent, mentor, etc.) should be involved in the active teaching of independent living skills. Such a model for service delivery requires a reorientation of existing policies and programs in a direction that acknowledges self-sufficiency as the goal of all individuals who are working with foster care youth.

# 1. INTRODUCTION

This report describes the Phase II findings of a study entitled, **"The National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth."** In Phase I of this study, case record data were obtained for a sample of 1,644 adolescents (weighted to represent 34,600 youth) discharged from foster care between January 1987 and July 1988. The sample was divided among youth who received independent living services (1,100) and those who did not (544). A report on the Phase I findings was completed in August 1990.

In Phase II of the study, 810 of these (1,644) youth were interviewed between November 1990 and March 1991 to obtain information about their adaptation after discharge from care. The primary focus of this report is the Phase II findings; however, the Phase I results are summarized in this chapter to provide background and context.

## 1.1 Study Background and Goals

Since the passage of P.L. 96-272, the Adoption Assistance and Child Welfare Act of 1980, foster care services have focused on two principal objectives: (1) preventing out-of-home placement, and (2) achieving some semblance of permanency when out-of-home placement is deemed necessary. Although P.L. 96-272 was initially effective in curtailing foster care placement, the legislation did not address the needs of those older youth in foster care for whom reunification or adoption did not prove feasible. Approximately 9 percent of the youth leave foster care each year when they reach the age of majority and are then discharged from the system. The process is known as "aging out." In addition, the proportion of adolescents in out-of-home placement has been increasing. By 1985, 45 percent (approximately 135,000) of all children in out-of-home placement were teenagers.[1] Child welfare agencies are, therefore, faced with serving a large proportion of adolescents in substitute care, with the responsibility of providing services to meet the transition needs of these adolescents before discharge from care.

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[1] Recent trends in foster care have shown an increased reporting of foster care placements for infants, and therefore the 1985 data may be a slight overestimate of the current proportion of adolescents who constitute the foster care population.

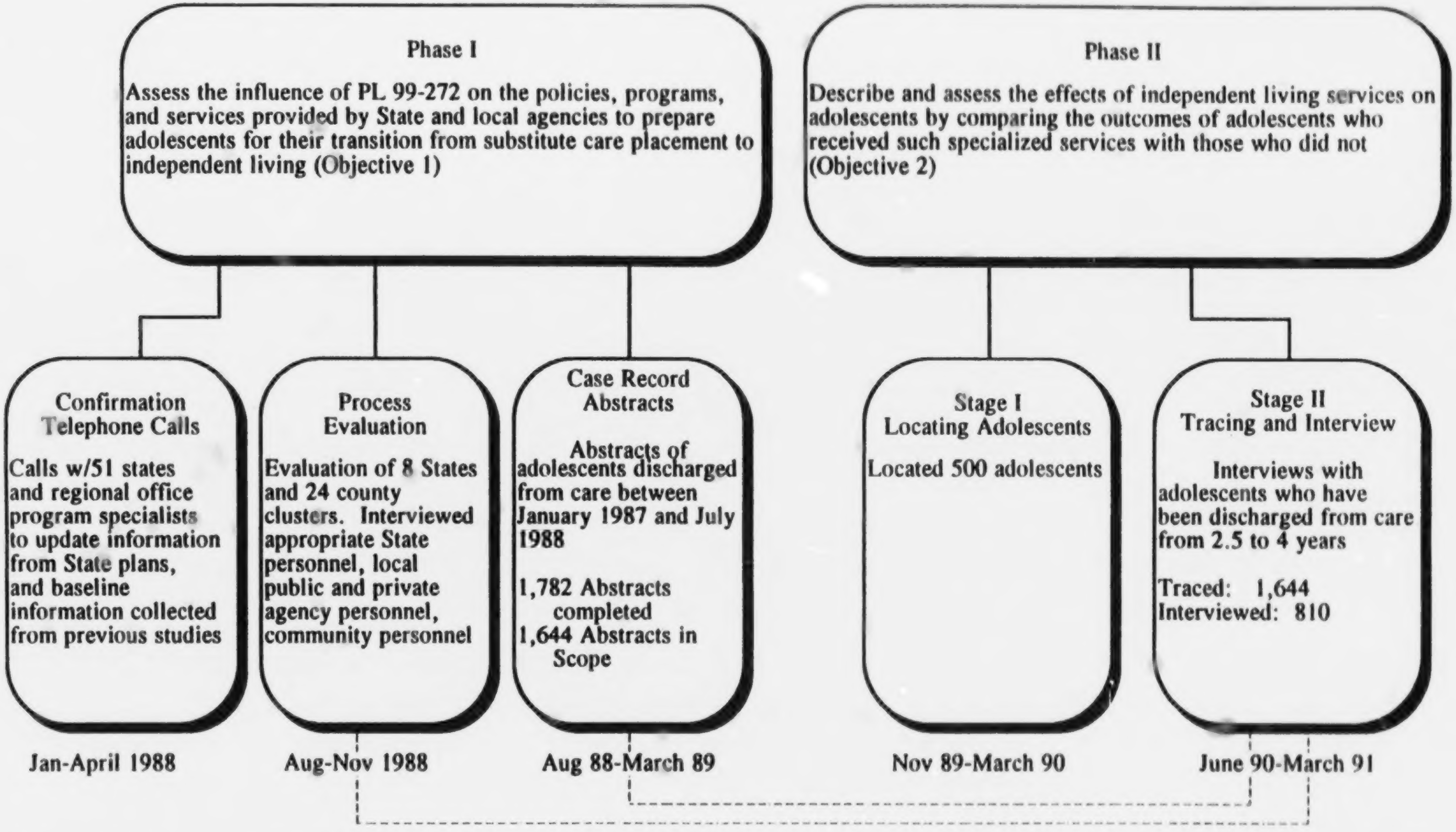
Congressional concern about these and other related issues resulted in the passage of the Independent Living Initiatives, Public Law 99-272, The Comprehensive Omnibus Budget Reconciliation Act of 1985. Initially, this law authorized funds for States in fiscal years 1987 and 1988 to establish and carry out programs to assist children 16 years and older, for whom payments were being made under Title IV-E of the Social Security Act, to make the transition to independent living. Funds have since been authorized through 1993 and have been expanded to include all youth, not just Title IV-E youth. These funds may be spent on youth formerly in foster care until they reach the age of 21.

The present study, A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth, was designed in two parts (Phase I and Phase II) to assess the influence of the Independent Living Initiatives on the policies, programs, services, training, and funding provided by State and local foster care agencies to prepare and support adolescents in their transition to independent living. The study was also designed to develop, for the first time, national estimates of the characteristics of older youth discharged from care, the number and type of independent living services youth received while in care, and ultimately, the relationship between outcomes for youth after discharge, and whether or not they received independent living services. Figure 1-1 presents an overview of the study design.

## 1.2 Phase I Findings

An estimated 34,600 youth, 16 and older, were discharged from foster care between July 1, 1987 and June 30, 1988. The Phase I investigation of the National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth found that a number of factors have had an impact upon these youth, in particular, agency policies and programs, family situations, demographic and case history characteristics, and the skills and services attained while in care. Figure 1-2, Factors Affecting Independent Living at Time of Discharge, as presented in the Phase I Report, summarizes a number of these factors. This figure is repeated in this report to provide a profile of the baseline characteristics of the youth interviewed in Phase II. The following are some of the salient findings:

- Low rate of high school completion (7,000 or 66% of 18-year olds had not completed high school);



**Phase I**

Assess the influence of PL 99-272 on the policies, programs, and services provided by State and local agencies to prepare adolescents for their transition from substitute care placement to independent living (Objective 1)

**Phase II**

Describe and assess the effects of independent living services on adolescents by comparing the outcomes of adolescents who received such specialized services with those who did not (Objective 2)

**Confirmation Telephone Calls**

Calls w/51 states and regional office program specialists to update information from State plans, and baseline information collected from previous studies

Jan-April 1988

**Process Evaluation**

Evaluation of 8 States and 24 county clusters. Interviewed appropriate State personnel, local public and private agency personnel, community personnel

Aug-Nov 1988

**Case Record Abstracts**

Abstracts of adolescents discharged from care between January 1987 and July 1988

1,782 Abstracts completed
1,644 Abstracts in Scope

Aug 88-March 89

**Stage I Locating Adolescents**

Located 500 adolescents

Nov 89-March 90

**Stage II Tracing and Interview**

Interviews with adolescents who have been discharged from care from 2.5 to 4 years

Traced: 1,644
Interviewed: 810

June 90-March 91

- Provided overall assessment of the effects of PL99-272 on State laws, policies, services developed, and numbers served for the report to Congress.

- Provided in-depth analysis of the effects of PL99-272 on the policies, organizational issues, services, clients served, funding sources and community relations.
- Provided intermediate outcomes (services provided) were linked to outcomes for youth

- Provide demographic, case history, and family characteristics and service needs of an estimated 34,600 youth.
- Number and type of services youth received to prepare them for discharge.
- Differences between youth who received services and those who did not.

- Initial locating to show it was possible to find youth.

- Provided information on the adaptation of youth who have been discharged.
- Assessed the effectiveness of receipt of ILS.
- Recommendations for service delivery models, program and policy initiatives. (Objective 3)

Figure 1-1. Overview of study plan

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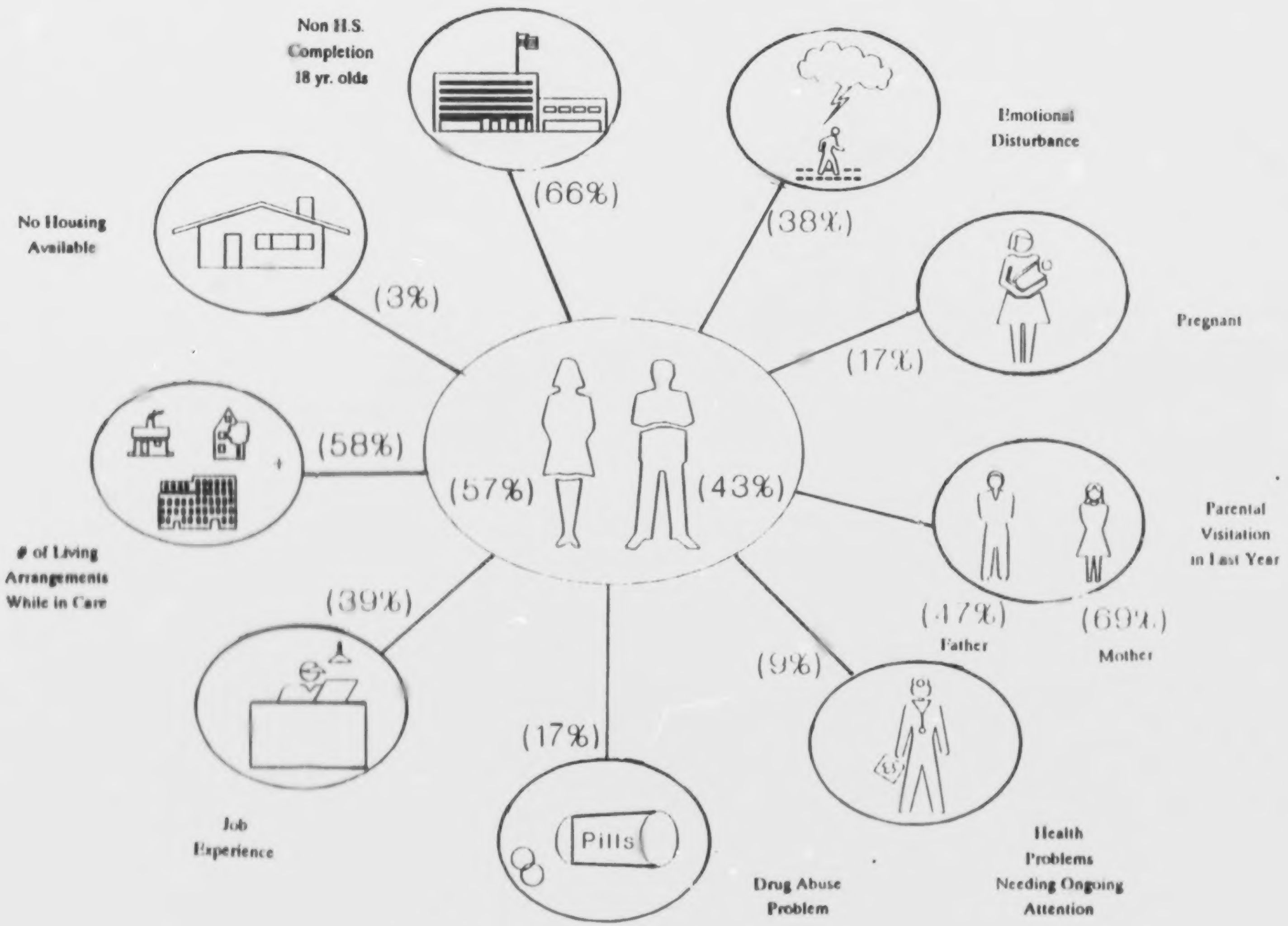
Non H.S. Completion 18 yr. olds
(66%)
Emotional Disturbance
(38%)
No Housing Available
(3%)
Pregnant
(17%)
(58%)
(57%)
(43%)
# of Living Arrangements While in Care
Parental Visitation in Last Year
(47%)
Father
(69%)
Mother
(39%)
(9%)
(17%)
Pills
Job Experience
Drug Abuse Problem
Health Problems Needing Ongoing Attention

Figure 1-2. Factors affecting adolescents at time of discharge

- A limited number of youth had any job experience (13,500 or 39%);
- A total of 13,200 or 38 percent had experienced emotional disturbance;
- Seventeen percent or 3,400 of the females had been pregnant;
- Seventeen percent or 5,900 had abused drugs;
- Nine percent or 3,100 had had health problems;
- Three percent or 1,000 reported having no housing available after discharge;
- General absence of stability is illustrated by the fact that 58 percent had 3 or more different living arrangements prior to discharge; and
- Sixty-nine percent or 23,900 of the youths' mothers and 47 percent or 16,300 of the youths' fathers had visited them during their last year in care.

The following findings from Phase I elaborate upon the demographic and case history characteristics, youth skills and services attained prior to discharge, policy, and program initiatives that had an impact on youth. They are based on telephone interviews with State agency personnel and case record review. The program and policy findings are as of 1988, and reflect the initial impact of P.L. 99-272.

### Demographic and Case History Characteristics

- Of the estimated 34,600 youth discharged, 19,700 (57%) were female, 21,000 (61%) were white, and 16,300 (47%) were handicapped;
- Forty-five percent (15,600) of the youth had experienced at least one runaway episode;
- Seventy percent (25,300) of the youth entered care as adolescents. Those who entered foster care under age 13 were more likely to be members of minority groups and male;
- The majority of the youth 28,400 (82%) had only one placement into care and the median length of time in care was 2.5 years. However, almost 60 percent (20,100) had 3 or more different living arrangements during that time; and
- Youth who entered care under the age of 13 (9,300) experienced a median length of time in care of 9 years. A higher percentage of these youth (35% of the youth under 13 as compared to 16% of youth entering care between ages 13 and 15 and 3% of youth entering care at age 16 or over) were more likely to have experienced recidivism.

### Youth Skills and Services Attained Prior to Discharge

- Adolescents leaving foster care had large educational deficits. The national high school completion rate for 18 and 19-year-olds is 64 percent. The combined high school completion rate for the study's 18 and 19-year old population was 48 percent.
- In 1986, 56 percent of young men and 55 percent of young women ages 16-19 held jobs in this country. Of those discharged from care, 134,000 youth (39%) had held at least one job. Although these figures are not directly comparable because of different time periods and different methods of measurement, the figure provides a yardstick to measure the status of foster care youth compared to the general population.
- Based on case record information, an estimated 20,700 (60%) youth had received some type of independent living service training before discharge, but only 10,800 (31%) of the youth were enrolled in an independent living program.

### Policy

- There has been an absence of policy that clearly states the philosophy, planning procedures, and service requirements for older youth facing discharge from care. P.L. 99-272 has influenced States to develop policies outlining services adolescents should receive before being discharged from foster care and case planning procedures that must be completed for adolescents. Only 22 States indicated that they had a written policy that addressed the services necessary for adolescents facing discharge prior to P.L. 99-272, but since passage of the law, 18 more States have or are planning to develop such policies.

### Program Initiatives

- Before the enactment of P.L. 99-272, little attention was paid to the systematic provision of services to prepare youth for independent living. Currently, every State is providing transition services to youth. Prior to the law only 25 States had basic skills training classes; these programs are now available in all 50 States. Education and employment initiatives have also increased since the implementation of the law. Eighteen States are developing education initiatives and 15 more States are developing employment initiatives.
- The law has encouraged not only the development of new programs but also the refinement of existing programs; community outreach and interagency planning have improved. Since the law, 21 States have instituted advisory councils (compared to 6 States prior to the law) and 20 States have implemented formal interagency agreements(compared to 8 States prior to the law).

- P.L. 99-272 has been used to expand substantially the training provided to public and private agency workers, foster parents, and the community. Approximately 7,000 staff were targeted to receive such training with 1987 funding.

These findings provide the context for the interpretation of Phase II results.

## 1.3 Summary of Phase II Methodology

The purpose of Phase II is to describe the post discharge adaptation to independent living of older foster care youth and assess the effects of independent living services on their adaptation. To accomplish this purpose, the following sample design and data collection methodologies were employed.

### Sample Design

The sample design for both Phase I and Phase II of this study used a multistage stratified design with probability sampling employed at each stage of selection. At the first stage eight States were selected from three strata of States using probability proportionate to size sampling. The three strata were defined by the number of initiatives States had taken in developing independent living services prior to P.L. 99-272: those with a substantial number of initiatives, those with an average number of initiatives, and those which had few initiatives. The eight States selected were Arizona, California, Illinois, Missouri, New York, Pennsylvania, Tennessee, and the District of Columbia.

The second stage of selection comprised the selection for county clusters. Clusters of counties were formed so that counties within clusters were geographically contiguous, contained a minimum number of foster care adolescents, and represented both urban and rural counties. Approximately 50 such counties were selected.

For the third stage, the 8 States were asked to provide lists from the selected counties of youth 16 and older who were discharged from foster care between January 1, 1987 and July 31, 1988. Where possible, the States were asked to identify whether or not these youth had received independent living services. Approximately 1,800 randomly selected case record abstracts were completed from the records of the selected youth.

By selecting States and subsequent sampling units using probability sampling, it was possible to produce national estimates from the data collected about adolescents. After data processing, a total of 1,644 cases were found to be in scope, i.e., youth were 16 or older, discharged during the study time period, had been in care for at least 1 month, and/or were adjudicated dependent. National estimates were obtained by "weighting" each case in accordance with the probability of being selected.[2] By the use of appropriate weights at each level, the cases obtained were used to represent the much larger database that would have been obtained if all potential data sources had participated and sampling had not been done. The cases were weighted up to represent approximately 34,600 youth. This estimate excludes youth who were in care for less than 1 month and youth adjudicated delinquent. For Phase II, followup interviews were completed with 810 of the 1,644 youth. Figure 1-3 presents the sample sizes for Phase I and Phase II.

### Analysis of Possible Bias

It would be reasonable to question whether the findings are subject to bias because the youth not interviewed are different from those interviewed. Although it is impossible to compensate completely for the bias that exists in any sample, there are ways to minimize the bias. The problem of failure to locate and/or interview selected youth was addressed by applying methods of nonresponse adjustment that took into account the baseline information that was available from the case records. In particular, account was taken of the differences between those youth interviewed and those not interviewed, with respect to a number of variables[3] to discover any systematic differences. The differentiating characteristics found to be significantly related were age when discharged from care, receipt of services, and the State from which the youth came. Age and State were used to stratify the sample of located youth and to calculate nonresponse adjustments that reflected the differences among youth in their locatability. Those youth who were more easily accessible were given smaller nonresponse adjustment weights, thereby representing

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[2] A detailed discussion of weighting is presented in Volume II.

[3] These variables included youth's age at time of discharge, gender, race, education level at time of discharge, receipt of services, handicapping conditions, length of time in care, number of placements while in care, number of parental visits last year in care, and reason youth were placed in care.

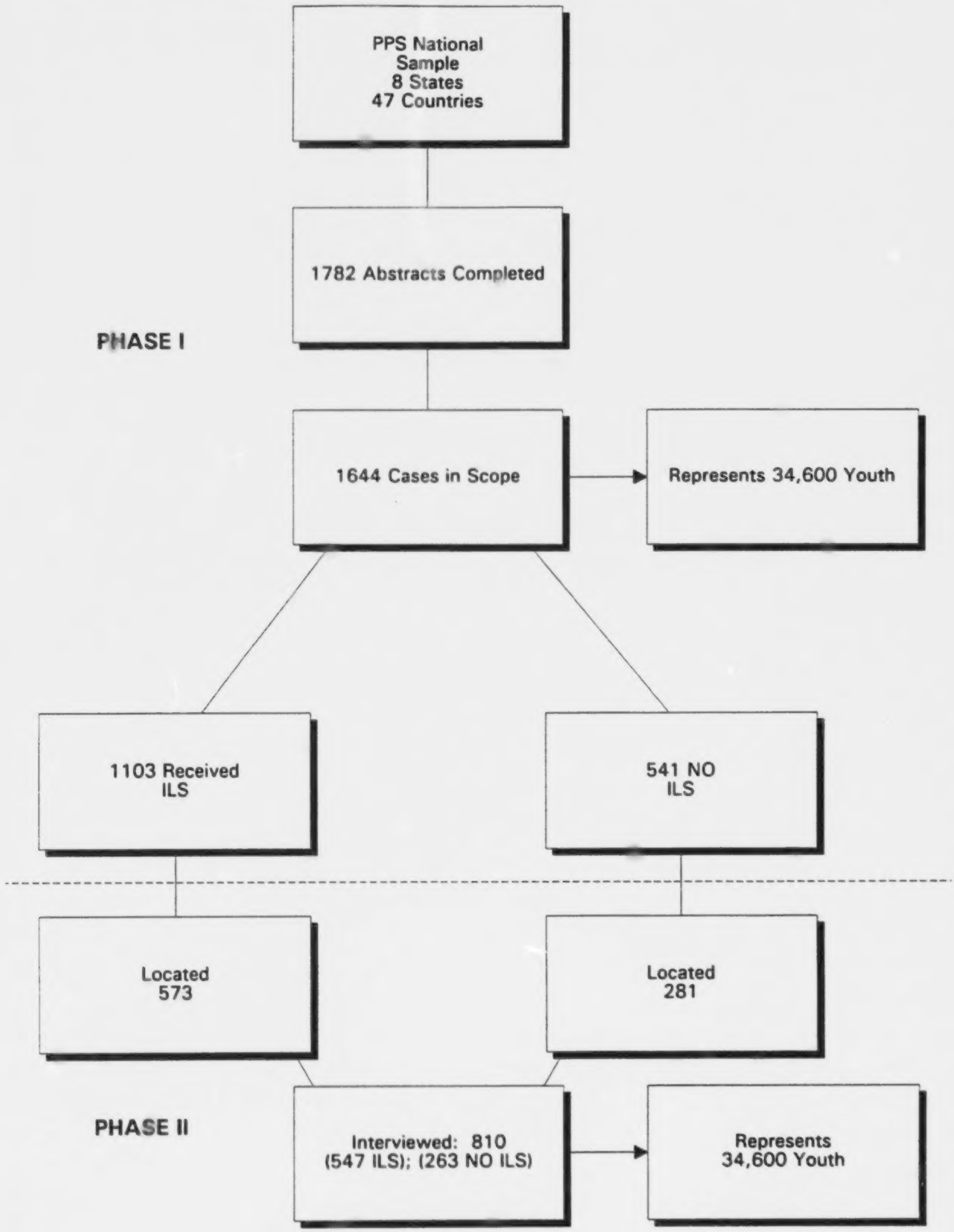

PPS National Sample
8 States
47 Countries
1782 Abstracts Completed
PHASE I
1644 Cases in Scope
Represents 34,600 Youth
1103 Received ILS
541 NO ILS
Located 573
Located 281
PHASE II
Interviewed: 810
(547 ILS); (263 NO ILS)
Represents 34,600 Youth

Figure 1-3. Sample sizes for Phases I and II

fewer respondents. This strategy eliminated the portion of the bias associated with nonresponse that is related to the characteristics for which information on the entire sample is available. A more detailed discussion of the nonresponse adjustments is presented in Volume II.

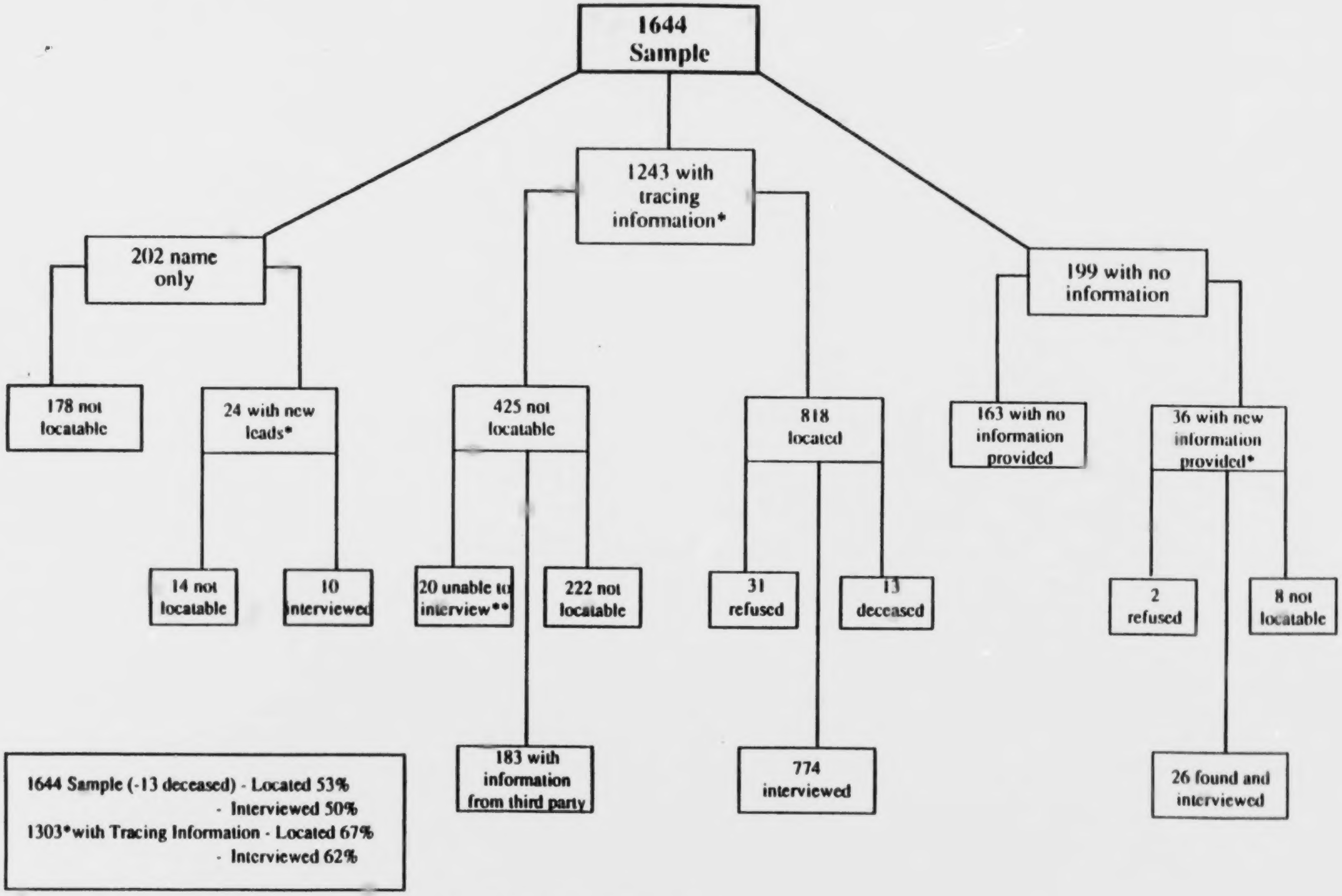
### Data Collection

Phase II data collection consisted of locating the adolescents and conducting in-depth interviews with them about their adaptation to the post foster care environment. Data collection was divided into two stages. The first stage consisted of locating respondents and asking them to participate in an interview at a later date. This stage was necessary in order to ensure that the youth could be found at all. Approximately 500 youth were contacted and found willing to participate. The youth were tracked for 6 months to 1 year, until interviews were conducted.

The locating phase began by using information that was available about the youth prior to discharge, including, where possible, full name, social security number, names and addresses of relatives and friends. In most instances, this information was very incomplete and by the time locating began, the information was from 2 to 4 years old. In fact, of the 1,644 youth eligible for the study, locating information could be obtained for only 1,303 youth.

Initial locating efforts included contacting public and private agencies for further information, calling directory assistance, following up on strong contact leads, and contacting the Motor Vehicle Administration in each participating State.

Upon OMB clearance, Stage 2 of Phase II began. This stage included more in-depth tracing by telephone, a concerted field tracing effort, and the actual interviewing of youth. Field tracing included talking with neighbors, landlords, rental offices, building maintenance workers, local service businesses, and post offices. Further, Westat's 800 number was distributed liberally with a promise of an incentive payment to encourage the selected youth to call in. Figure 1-4 displays the success realized in tracing and interviewing youth during Phase II.


1644 Sample
1243 with tracing information*
202 name only
199 with no information
178 not locatable
24 with new leads*
425 not locatable
818 located
163 with no information provided
36 with new information provided*
14 not locatable
10 interviewed
20 unable to interview**
222 not locatable
31 refused
13 deceased
2 refused
8 not locatable
183 with information from third party
774 interviewed
26 found and interviewed
1644 Sample (-13 deceased) - Located 53%
- Interviewed 50%
1303*with Tracing Information - Located 67%
- Interviewed 62%

**Unable to interview due to military service, incarceration, mental illness or other handicap

Figure 1-4. Locating and interviewing process

## 1.4 Study Objectives and Format of This Report

The data collected represent a rich database with the opportunity for a number of secondary analyses; however, this report will be limited to addressing the following research objectives.

1. To describe how outcomes of former foster care youth compare to other young adults with respect to employment, education, health, marital status, and young parenthood.

2. To describe and assess the effects of independent living programs/services on foster care adolescents by comparing the outcomes for adolescents who received such specialized services with those who did not receive them.

3. To assess how the level and type of services received are related to differences in employment, education, health, welfare, young parenthood, and quality of life experiences of discharged foster care youth.

4. To identify policy and program implications.

This report is divided into five chapters. Chapter 1 has presented the study background, methodology and purpose. The contents of Chapters 2-5 are described below.

**Chapter 2**. Chapter 2 describes the way independent living service receipt is measured. The five measures discussed are:

- The receipt of any vs. no skills training;
- The receipt of any vs. no skills training within a specific content area (e.g., health, money management, etc.);
- Three program measures were created to approximate various combinations of skills training:
    - The impact of the increase in number of skills from 0-23,
    - The increase in number of skill areas taught within 10 specific content areas, and

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- The increase in number of skills taught within 5 specific content areas.

Chapter 2 also examines the differences in characteristics of youth receiving services for each of the above measures.

**Chapter 3**. This chapter begins by defining the outcome measures used and then presents the findings related to the service receipt measures and youths' outcomes.

**Chapter 4**. This chapter describes the status of discharged youth as compared to the general population and to young adults living below the poverty level.

**Chapter 5**. In this chapter the study's findings are summarized and the implications for program and policy initiatives are presented.

**Appendices**

This volume has four appendices as follows.

- Appendix A - Tables of youth outcomes by race and gender.
- Appendix B - Tables of youth outcomes by the service receipt measure -- none vs. any skills training.
- Appendix C - Tables C1-C8 which present the findings from the four regression models, none vs. any skills, number of skills, 5 core skill areas, and 10 skill areas. Each table corresponds to one of the eight outcomes assessed.
- Appendix D - A correlation matrix of the degree of correlation between each of the skills taught.

**Volume 2**

The second volume to this report comprises the three following appendices:

- Appendix A - Methodology.

- Appendix B - Data Analysis.
- Appendix C - Phase II Questionnaire.

Volume 2 provides an in-depth discussion of the methodology and analysis conducted.

## 1.5 Study Limitations

Before proceeding with the discussion of study findings it is necessary to address the study limitations. The question of impact of services would best be answered in a study where services had been systematically made available for some of the youth, but not for others, where there were standardized definitions of services, where the timing of when services were actually received was known, and where the two groups are comparable in all other respects.

In that ideal situation, research methods could more definitively determine the effects of service receipt, since the differences between who received and did not receive services could be controlled. But what is ideal for answering research questions is often not a viable alternative for individuals needing services. Therefore, our design was dependent upon comparing those youth who had received and not received services based on the agency's decision of who was to receive services.

Efforts have been made to mitigate this limitation by expanding the definition of service receipt to include those skills that were informally taught to the youth and not necessarily recorded in the case record. However, this adjustment cannot account for the differences between those who did and did not receive informal training. Therefore, the discussion of findings for each service measure also includes a discussion of the differences between those youth who received the particular training and those who did not. The analyses used, then, control for the effects these differences may be having on outcomes.

Also, the time frame within which this study was conducted must be kept in mind when evaluating the study's findings. The original contract was awarded in 1987, with Phase I data collection planned for youth who had been discharged from foster care between January 1987 and July 1988. These time frames were selected to capture the early impacts of service delivery made available by the independent living initiative funding. However, funding was not received by the

States as planned. In fact, funds were not allocated to the States until fiscal year 1988. Due to this delay in allocation, the study had to rely on States' initiatives to provide independent living services prior to the Federal funding. Therefore, the study addresses the relationship between service receipt and outcomes for youth, but does not directly address the effects of services provided by P.L. 99-272 funding and outcomes for youth. As ascertained through Phase 1 site visits and telephone interviews, the types of services States initially put into place from the actual independent living initiatives were similar to those services already being delivered. The differences were in the number of States providing services and the number of youth receiving services.

The study was designed to include States that were and those that were not providing independent living services to youths prior to the implementation of P.L. 99-272. Therefore, one can assume that where services made a difference, the difference would occur regardless of the funding source.

# 2. DEFINING INDEPENDENT LIVING SERVICES AND WHO RECEIVES THEM

The principal goal of this study is to identify whether receipt of independent living services has an impact on the movement toward self-sufficiency. Before attempting to answer this question, it is important to clarify what is meant by service receipt and to define self-sufficiency. This chapter addresses how service receipt was measured and identifies any systematic differences between those who did and did not receive services. A discussion of the outcome measures used to define self-sufficiency is presented in Chapter 3.

## 2.1 Defining Independent Living Services

States define independent living programs in different ways, but generally agree that youth move toward self-sufficiency through very specific processes of acquiring certain skills. These skills span a wide variety of areas including education, employment, home management, socialization, locating housing, etc.

There is also agreement that basic living skills are acquired at a very early age and continue to be refined and perfected throughout a lifetime. Preparation for independent living, therefore, should not be viewed as an event but as a series of events that result in skills acquired along a continuum. Independent living services, then, can be viewed as skills training that ranges from the most informal acquisition of skills through the everyday lessons passed on by foster parents, social workers and group care providers, to formal training programs.

The approach taken for this study was to define service receipt as receiving training in discrete skills from a variety of sources. First the skills that a young person needs to have in order to be self-sufficient when on his or her own were identified. It then became necessary to determine whether the skills had been provided and how they were taught. Data were collected from both case records and interviews with discharged youth directly, but major inconsistencies across the two data sources came to light. Some discrepancy is, of course, to be expected when using two different data sources, and both sources are subject to some level of error.

As with most retrospective data, the reporting of the receipt of independent living skills training may be subject to error due to memory failure, misunderstanding of question wording, inability to fit skills taught during foster care to the categories used in the questionnaire, or outright misrepresentation. Similarly, error may exist in the information abstracted from the case histories due to errors in recording in the original case history, misinterpreting the case histories, or errors of transcription to the abstracting form.

The abstractors noted that case records varied widely in their quality and degree of completeness, particularly with respect to the receipt of independent living services. In fact, information about skills training was missing from approximately 30 percent of the case records. Also, skills informally acquired tended to be identified more frequently by means of the interview because they were specifically mentioned. Under ordinary circumstances, this type of information would only rarely be recorded by caseworkers in their records. Therefore, it was decided to base the definition of service receipt solely on the interview data. Not only were these data more complete, but one might also argue that if the youth did not perceive having received training in a particular skill area, the training was probably not very effective.

The questionnaire administered to discharged youth included a series of questions concerning the types of life skills taught while in foster care, as follows:

While you were in foster care were you taught any of the following?

How to budget your money;

Open a bank account;

How to balance a checkbook;

Obtain a credit card;

Buy a car;

Get car insurance;

Get health insurance;

How to make friends;

Get health care;

How to find a job;

Find opportunities for training and education;

Find a place to live;

Do housekeeping;

Shop;

Obtain legal assistance;

Locate community resources (i.e., post office, hospital, etc.);

Set and achieve goals;

How to make decisions about birth control;

Prepare meals;

Choose nutritionally good food;

Tell other people how you feel;

Express your opinion; and

Make decisions.

For purpose of analyses these 23 skill areas were grouped into 12 skill areas shown below. The skill areas were based on the degree of correlation between each of the skills taught. The correlation matrix is provided in Appendix D.

| | |
|---|---|
| MONEY: | How to budget your money, open a bank account, and balance a checkbook. |
| CREDIT: | Obtaining a credit card. |
| CONSUMER: | Skills related to buying a car and obtaining auto insurance. |
| HEALTH: | Getting health insurance and getting health care. |
| FAMILY PLANNING: | How to make decisions about birth control. |
| HOME MANAGEMENT: | Preparing meals, choosing nutritionally good food, doing housekeeping, and shopping. |
| EMPLOYMENT: | How to find a job. |
| EDUCATION: | Finding opportunities for training and education. |
| HOUSING: | Finding a place to live. |
| LEGAL: | Obtaining legal assistance. |
| COMMUNITY: | Locating community resources. |
| SOCIALIZATION: | How to make friends, setting and achieving goals, telling other people how you feel, expressing your opinion, and making decisions. |

The percentage of youth reporting receipt of training for each discrete skill as well as in each of the 12 skill areas is presented in Table 2-1. Based on these discrete skills and skill categories, receipt of independent living services can be measured in a number of ways, including:

1. A variable indicating the receipt of any vs. no independent living skills training. This measure would address the question, Does the receipt of any skills training improve outcomes vs. the receipt of no skills training?

Table 2-1. Skills taught and percentage of youth receiving training

| Skills | % | Skills Categories | % |
|---|---|---|---|
| Budget money | 46 | Money | 55 |
| Open bank account | 45 | | |
| Balance checkbook | 34 | | |
| Obtain credit card | 15 | Credit | 15 |
| Buy a car | 16 | Consumer | 16 |
| Get car insurance | 16 | | |
| Get health insurance | 18 | Health | 30 |
| Get health care | 28 | | |
| Family planning | 46 | Family planning | 46 |
| Prepare meals | 64 | Home management | 66 |
| Choose nutritional food | 59 | | |
| Do housekeeping | 64 | | |
| Shop | 54 | | |
| Find a job | 45 | Employment | 45 |
| Find opportunities for training | 45 | Education | 45 |
| Find a place to live | 30 | Housing | 30 |
| Obtain legal help | 23 | Legal | 23 |
| Locate community resources | 43 | Community | 43 |
| How to make friends | 41 | Socialization | 70 |
| Set and achieve goals | 56 | | |
| Tell people how you feel | 54 | | |
| Express opinion | 57 | | |
| Make decisions | 59 | | |

2. A set of variables representing the receipt of any vs. no services within one of the 12 skill categories. The question answered by this measure would be, Does receipt of at least one skill in a service category vs. no training in that category improve outcomes?

3. The third way to measure skills training would be to answer the question -- Are outcomes incrementally improved with receipt of multiple skill categories? This measure could be approached in a variety of ways. First, a variable that indicates the number of skills that the person was taught during foster care could be created. A programmatic measure which indicates receipt of services within a prespecified set of areas, thus reflecting a more systematic and targeted approach to service delivery could also be developed. Such an approach would differ from either the number of services or the no vs. any measurement, since it would place priority on certain skill areas.

Corresponding to the three approaches discussed above, five measures of independent living skills receipt were developed from the list of questions asked of discharged youth. Each measure provides a slightly different perspective on the impact of skills training on outcomes. In turn, the differences in the results of each of these measures on outcomes suggests alternatives for targeting service delivery decisions. These measures are:

1. NONE VS. ANY. A dichotomous variable that indicates the receipt of at least one service. This measure does not take into account the specific type of training the youth received. Instead, youth are categorized by whether or not they had any training or no training. Youth who had training in only one skill area were grouped with youth who had training in all the skill areas. Among the population in our study, 16 percent of the youth reported no skills training whatsoever during foster care.

2. INDIVIDUAL SKILL CATEGORIES (see Table 2-1). A set of 12 dichotomous variables indicating the receipt of at least one of the skills within that category was present. A youth is considered to have received skills training in an area if at least one of the skills listed within that area was received; otherwise the youth is considered to have had no training in that area. For this measure, the impact of each skill area on particular outcomes is assessed. For example, were those youth who received employment skills training better able to maintain a job for at least a year than those who did not receive such training?

3. MULTIPLE SKILLS TRAINING. To approximate various types of independent living programs or combinations of skills training, three "program" measures were created. These measures range from a random addition of more skills to combining skills training in predefined sets. The skill areas included in the predefined sets were based on the results of the analysis which

predicted the relationship of individual skill categories to outcomes (Chapter 3 presents the results of the analyses). These include:

(1) A continuous measure of the number of skills reported taught to the youth during foster care. Since the questionnaire asked about 23 different skills, this variable ranges from 0 to 23 and measures whether outcomes improve as the number of skills taught increases.

(2) A program definition which consists of 10 skill areas. This measure looks at the proportion of areas in which the youth received training in money, credit, consumer, education, employment, socialization, health, family planning, locating housing and home management.

(3) A program which includes skills training in the core areas of money, credit, consumer, education, and employment. These particular skill areas were chosen based on preliminary analysis showing they were related to the outcomes being measured. The measure represents a score from zero to 1 which indicates the proportion of skill areas in which the youth received instruction during foster care. For example, a youth who received services in three of the six areas would receive a score of .50.

Table 2-2 shows the distribution for discharged youth for each of the predefined set of skills. As can be seen from Table 2-2, only a small percentage of youth, 5.6 percent and 3.7 percent respectively, received services in all of the areas defined by the five and 10 skill area programs respectively. Approximately 40 percent of the youth did not receive any of the skills defined in the 5 core areas.

Before presenting the findings about the relationship of each of these measures to youth outcomes, it is necessary to account for the differences in characteristics between those who did and did not receive skills training with respect to each of the five measures.

## 2.2 Differences in the Receipt of Skills Training

In looking at how the receipt of skills training affects outcomes, one of the concerns is how youth differ in their receipt of training. Differences in training could be due to a number of factors: differences in needs, differences in program delivery for different areas, or differences related to demographic characteristics of the youth.

Table 2-2. Percentage of discharged youth reporting receipt of services

| Proportion of services received[a] | 5 Core skills[b] | 10 skills[c] |
|---|---|---|
| None (0.0) | 39.3% | 16.3% |
| .10 | | 9.8 |
| .20 | 14% | 11.0 |
| .30 | | 9.3 |
| .40 | 15.2 | 10.6 |
| .50 | | 9.0 |
| .60 | 14.7 | 7.4 |
| .70 | | 8.0 |
| .80 | 11.3 | 8.4 |
| .90 | | 6.3 |
| 1.0 | 5.6 | 3.7 |

[a] The proportion is the sum of the number of areas in which the youth received services divided by the total number of areas possible for the program – a total of five program and 10.

[b] Includes receipt of the following types of services: money, credit, consumer, education, employment.

[c] Includes all services included in the 5 skill program plus socialization, home management, health care, family planning and housing.

To examine the effect of demographic characteristics, characteristics of foster care, and other factors on receipt of independent living skills training, several multivariate models were developed. A number of demographic and case history characteristics were identified as variables that might be related to receiving skills training. Regression models were used to look at the net effect of each factor, controlling for all other factors in the model.

Each of the models predicting receipt of skills training includes the following independent variables.

**Gender**: A positive coefficient indicates that males were more likely to receive skills training than females.

**Race**: White, not Hispanic was the omitted category from the regression models; therefore the coefficients for "Black, Not Hispanic" and "Hispanic" represent the difference between that category and Whites' receipt of services. A negative coefficient for Hispanics would indicate that Hispanics were less likely to receive skills training than Whites.

| | |
|---|---|
| **Education**: | Indicates whether the youth had a high school education before being discharged. A positive coefficient indicates that obtaining a high school degree was positively related to the receipt of services, that is, those with a degree were more likely to receive skills training than those without a degree. |
| **Employed**: | Indicates whether the youth was employed during foster care or not. A positive coefficient indicates employment during foster care. |
| **Disabling Conditions**: | Two types of conditions were coded from the abstracts -- whether the youth was emotionally disturbed (Emotional) and whether the youth had been clinically diagnosed for developmental disabilities, learning disabilities, hearing, speech or sight impairment, or any other physical disability (Handicapped). For either variable, a positive coefficient would indicate that the presence of the condition increases the probability of receiving skills training or receiving training in more skills (depending upon the measure of service receipt). |
| **Reasons for Entering Foster Care**: | Based upon interview responses, the main reason for entry into foster care was determined for each youth. The four reasons were: family dynamics, abuse or neglect, parental problems (such as incarceration for the parent), or behavioral problems with the youth. Within the regression model, the category of family dynamics is the omitted category; therefore the coefficients for abuse/neglect, parent problems, and youth's behavior indicate the effect of each of these types of problems as compared to family dynamics on the receipt of services. For example, a positive coefficient for abuse/neglect would indicate that children entering foster care due to abuse/neglect were more likely to receive services (or more likely to receive more services) than youth entering care due to problems with family dynamics. |
| **Characteristics of Foster Care**: | Four measures related to the characteristics of foster care are included in the models. These are age of the youth upon entry to foster care, length of foster care (measured in months), number of living arrangements while in care, and total number of times the youth has been placed into foster care. All of these variables are continuous measures. A positive coefficient for any of the measures indicates that a larger value of the independent variable results (more time in care, more placements, etc.) in a greater likelihood of receiving skills training (or a greater probability of receiving more services). Therefore, if the coefficient for age of entry is negative, it indicates that youth who enter foster care at a young age are less likely to receive skills training (or receive fewer services) than youth who enter at an older age. |

| | |
|---|---|
| **Parental Visit**: | A positive coefficient would indicate that a visit from either parent during foster care was related to increased probability of receiving skills training. |
| **Termination of Parental Rights**: | A positive coefficient would indicate that if the parental rights of the natural or adoptive mother or father were terminated, the youth had a greater probability of receiving skills training. |
| **Youth Problems**: | Three measures of problems for the youth were included in each of the models: whether the youth used drugs, whether the youth had a chronic health problem, and whether the youth had either been pregnant or had parenting responsibilities prior to discharge. Once again, a positive coefficient for any of the measures would indicate that the presence of the problem was related to a higher probability of receiving skills training (or receiving a higher number of services). |

### Findings

For each of the measures of service receipt, regression models were fit.[1] Table 2-3 presents the results of the models for each of the skills training measures: none vs. any, number of skills (0-23), 5 core skill areas, 10 skill areas. The results of the models for each individual skill area are presented in Table 2-4. Statistical significance is presented in the table for the relationship at the 90 percent level ($p < .10$) as well as at the 95 ($p < .05$), and 99 ($p < .01$) percent levels. Note that since the table presents results of multiple regression models, the coefficients represent the **NET** effect for each independent variable or factor, controlling for all other factors included in the model.

Table 2-3 indicates that regardless of the receipt measure used, very few factors were either positively or negatively related to either the receipt of at least one service or the number of services received. The characteristics significantly related include high school degree, employment, handicapping conditions, and health problems, and as discussed below, these

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[1] Logistic regression was used to estimate the regression of none vs. any services, and each individual service, but linear regression was used to estimate the other models. Estimation of the standard errors for each of the coefficients included effects for the complex survey design.

Table 2-3. Regression coefficients for the linear regression of receipt of skills training, controlling for youth and foster care characteristics

| Independent factors | Measures of skills training | | | |
|---|---|---|---|---|
| | None/any skills[a] | Number of skills[b] | 5 core skill areas[c] | 10 skill areas[d] |
| Gender: Male | .23* | .41 | .03 | .01 |
| Race/Ethnicity[e] | | | | |
| White, not Hispanic | -- | -- | | |
| Black, not Hispanic | .08 | .18 | .00 | .01 |
| Hispanic | -.05 | -1.13 | -.04 | -.03 |
| Education: HSG[f] | 1.05** | 3.72*** | .15** | .16** |
| Employed during FC | .19 | 1.46** | .05* | .06* |
| Disabling Conditions | | | | |
| Emotional | -.77* | -.49 | -.03 | -.03 |
| Handicapped | -.04 | 1.67** | .02 | .05 |
| Reason for Entering Care | | | | |
| Family Dynamics | -- | -- | -- | -- |
| Abuse/Neglect | .80* | 1.58** | .06* | .06* |
| Parent Problems | .53 | 2.44 | .11 | .10 |
| Youth's Behavior | .50 | 1.05 | .05 | .06 |
| Characteristics of FC | | | | |
| Age at entry | -.24 | -.32 | -.01 | -.01 |
| Length of care | -.02 | -.02 | -.00 | -.00 |
| Number of arr. | .15 | -.23 | -.01 | -.01 |
| Number of places | -.11 | .21 | .01 | .00 |
| Visited by Parent | -.20 | -.72 | -.05 | -.05 |
| Termination of Parental Rights | .78* | .63 | .05 | .04 |
| Youth Problems[g] | | | | |
| Drug Use | .57* | .91 | .02 | .02 |
| Health Problems | -.63** | -2.90*** | -.11*** | -.12*** |
| Pregnancy | -.35 | -.68 | -.04 | -.02 |
| $R^2$ | .08 | .13 | .13 | .14 |

* = $p < .1$
** = $p < .05$
*** = $p < .01$

[a] Dependent variable is a 0/1 dichotomous variable indicating no services vs. receipt of any training. A logistic regression model was run to estimate the probability of receipt of any training.

[b] Dependent variable ranges from 0 to 23 and is the total number of skills received by the youth during foster care.

[c] Skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, and employment (see text for discussion).

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[f] Indicates youth had graduated from high school before discharge.

[g] Coefficients reflect the difference from the omitted category, "Family Dynamics."

characteristics are not consistently related to all four measures of skills training. Also, gender and emotional disturbance were marginally related to receiving skills training.

Clearly the findings indicate that one of the most important factors related to services receipt is educational level, as measured by having obtained a high school diploma. The data do not permit us to understand the causal relationship between services receipt and education, that is whether obtaining a high school degree leads to more skills training, is the result of having received more training in more skills, or whether it, in and of itself, is a measure of a type of service. (Case records did not include information on the timing of the receipt of the diploma and specific services receipt.). Similarly, we see that employment during foster care appears to positively affect services receipt; but once again, we cannot determine whether employment serves to facilitate receipt of skills training, is the result of receiving skills training, or should be viewed as a type of independent living service in itself.

Other factors are also related to services receipt, regardless of service receipt measurement. Youth who entered foster care because of abuse and neglect were more likely to receive more services than those who entered due to family dynamics. Health problems were negatively related to services receipt: Youth with chronic health problems were less likely to receive services.

We see that drug use, gender, and handicapping condition were only positively related to the service measure none vs. any. The lack of significance for these independent variables with respect to any of the other measures suggests that although youth with these characteristics were more likely to receive some vs. no services, they are not necessarily more likely to receive a multiplicity of skills training.

When similar models were analyzed for each of the 12 skill areas (e.g., MONEY, HEALTH, EMPLOYMENT, etc.), the results paralleled the findings presented in Table 2-3. Depending upon the specific skill areas, different characteristics were significant in predicting the receipt of that particular skill. Table 2-4 presents a grid indicating which factors were related to specific skills. A plus sign indicates that the relationship was positive; a minus sign indicates a negative relationship.

Table 2-4. **Demographics and case history characteristics which predict receipt of individual skill categories**

| Independent Factors | Money | Credit | Consumer | Health | Family Planning | Social | Home Manage | Employ | Educ. | Housing | Legal Services | Community Resources |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Skill Categories** | | | | | | | | | | | |
| **Gender: Male** | | | | | --- | | + | | | | | |
| Race/Ethnicity | | | | | | | | | | | | |
| **Black** | | | | | | | | | | | | |
| Hispanic | | | | | | | | | | | | - |
| **High School** | + + | + | + + | + + | + | + + | + + | + | + + | + + + | | + + + |
| Employment | | | + + | | + + | | | | | + | + + | |
| Disabling: | | | | | | | | | | | | |
| **Emotional** | | | | | | - | -- | | - | | | |
| Handicapped | + + | | | + + | | | | | | | + | |
| Reason for FC | | | | | | | | | | | | |
| **Abuse** | | | | | | + | + + + | + | | | | |
| Parent Problems | | | + | | | | | | | | | |
| **Youth's Behavior** | | | | | | | + + | | + | | | |
| Age of Entry to FC | | | -- | | | | - | + | | | | |
| **Length of Care** | | | -- | | | | - | + | | | | |
| # of Arrangements | | -- | - | | | | | | | | - | |
| **# of Places** | | | | | | | | | | | | |
| Visited by Parent | | - | | | - | | | | | | | |
| **Parental Rights** | | + | | | | | | | | + | | |
| Problems | | | | | | | | | | | | |
| **Drug Use** | | - | | | | + + | + + | + | | | | + |
| Health | | | -- | -- | -- | - | -- | - | --- | -- | | -- |
| **Pregnancy** | | | | | | | | | | | | |

-, + = p < .1
+ +, -- = p < .05
+ + +, --- = p < .01

As with other skills measured, high school education and having a job were most consistently related to each of the skill categories. It is worth noting that youth with chronic health problems (compared to those without these problems), were less likely to receive skills training in the health area, or in any other skill area.

The two service areas which had the most characteristics related to service receipt were home management and consumer skills (purchasing a car and automobile insurance).

The findings suggest that receipt of independent living skills training is affected by a number of factors, many of which could directly affect outcomes. Because we were unable to assess individual youths' needs for services, it is impossible to determine whether the differences in receipt of services are a result of different needs. However, if one were to view characteristics of foster care and youths' problems as indicators of need, it appears that youth who were handicapped and had a drug problem were more likely to receive services than those youth without these problems. However, youth with health problems and emotional disturbance were less likely to receive services than their counterparts. Thus, it appears that youth with certain needs were targeted for service receipt while youth with other needs were not.

Because there is a difference in the receipt of services based on demographic characteristics and the reasons for entry into foster care, it is important to account for these factors when examining the effects of receiving skills training on outcomes for youth. The next chapter will present the findings from such assessments.

## 3. THE EFFECT OF SERVICE RECEIPT ON OUTCOMES

In this chapter we discuss outcome measures and the findings from measuring the relationship of skills training and outcomes.

### 3.1 Outcome Measures

Very little is known about how older foster care youth fare after their discharge from the foster care system. In order to explore how independent living services affect the adaptation of former foster care youth to an environment that expects, and indeed demands, economic self-sufficiency, certain decisions had to be made regarding which variables to examine. The results provide a rich resource of outcomes that merit description on their own terms.

The starting point for the selection of variables was the Federal guidelines for the independent living initiatives that define self-sufficiency in terms of welfare, education, and employment. The primary consideration in choosing variables with which to examine these areas was the outcomes that one might reasonably expect when independent living services were either provided or absent. Although social research provides a wealth of tested questions with which to assess such outcomes, a further refinement needed to be introduced that would both help focus on adaptation in the near term, and also have an effect on future, long-term adaptation.

Defining self-sufficiency in terms of welfare, education, and employment, of course, reflects societal norms, but it should be pointed out that applying such definitions to former foster care youth presents some difficulties. For example, the young woman, a rather typical respondent, who has a child and is receiving AFDC, is still relying on public assistance after being discharged from care. But if she chooses to live on her own rather than remain in an abusive household, is she exhibiting dependency or self-sufficiency? Yet another problem with applying the concept of self-sufficiency is one that is related to the widely differing kinds of experiences that foster care youth have had. Should one have the same expectations for youth who have lived with a single foster family most of their lives, completed high school, and have a stable job that one has for those who left foster care with numerous problems and no resources?

Discussions of self-sufficiency tend to be laden with these ambiguities, but there is general agreement that certain outcomes are preferable to others and that the achievement of certain goals is necessary for youth to move toward self-sufficiency. It is the original Federal guidelines, and the testing of the effects of services on outcomes, that led to the development of seven outcomes and one composite outcome (all of the outcomes combined). These eight outcomes were chosen to measure self-sufficiency in the near term -- that is, the ability to be self-supporting in the period some 2.5-4 years after discharge -- as well as have an affect on the future ability of youth to support themselves and lead productive lives.[1] Distinguishing between near-term and long-term self-sufficiency was considered necessary because the expectations for 18-24 year old youth are such that being self-sufficient at that age is already difficult without the handicap of having been in care as a teenager; it seems unreasonable to have even higher expectations for the study population than for the population at large.

To capture both the immediate and future self-sufficiency potential of youth, five of the outcome measures selected for analysis focus on outward measures of self-sufficiency (e.g., employment, education). Two others, general happiness and social network, are intended to assess the youths' overall well being and integration into the community. The seven individual and one composite outcome measures are:

(1) **Ability to Maintain a Job for at Least One Year**. This variable was selected as the measure for employment status. It was decided to use a measure of job stability rather than current employment status because the youth demonstrated that they could obtain jobs (only 10% had never had a job since discharge), but maintaining jobs was much more difficult. Only 38 (13,100) percent had maintained a job for at least 1 year since discharge. Also, the ability to maintain a job is a better indicator of long-term employment stability. For analyses, it is measured as a dichotomous variable in which youth are divided between those who maintained a job for at least 1 year and those who maintained a job for less than a year.

(2) **Educational Status**. This is also measured as a dichotomous variable dividing youth between those who had at least a high school diploma and those with less than a high school education. Approximately 54 percent of the youth had completed high school (18,800).

(3) **Ability to Access Health Care**. Responses to the question "Since you were discharged from foster care in (DATE), have you always been able to get

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[1] Chapter 4 presents a detailed description of outcomes for youth discharged from foster care, regardless of whether or not they received skills training.

medical care or were there times when you were unable to get medical care?" were categorized into "yes" and "no/didn't need medical care". This measure looks at the affirmative ability to access care (those who could access health care vs. all others)[2] Approximately 65 percent of the youth were able to access health care (22,500).

(4) **Cost to Community**. Youth are divided between those who were not a cost to the community and those who were. Those who were a cost to the community were on welfare, institutionalized and/or receiving medicaid. This outcome measures youth ability to be economically self sufficient in the near-term. Sixty-one percent of the youth were not a cost to the community.

(5) **Avoiding Young Parenthood**. This outcome measure assessed the ability of the youth to avoid parenthood. Youth were divided between those who had not given birth or fathered a child and those who had. Although parenthood in and of itself is not necessarily a negative factor for young adults, avoiding young parenthood is treated as a positive outcome for this population. This decision was made because of the high percentage of young women (60%) who had birthed children. Compared to the general population of similar age range, only 24 percent of young women have birthed a child. Also, 61 percent of the young women discharged from foster care who had birthed a child, were a cost to the community.

(6) **Overall Satisfaction**. Youth were asked to assess their overall satisfaction with their life using three categories, very happy, somewhat happy, or not very happy. Responses were then collapsed into two categories -- those who reported being very happy vs. all others. Forty-two percent of the youth reported being "very happy."

(7) **Availability of a Social Network**. Youth were asked to identify up to five people in their lives who provided strong support for them. This is a continuous variable ranging from 0-5 people, and the majority of the youth identified at least one person in their lives (86%).

(8) **Composite Measure of Independent Living**. The seven outcome areas described above were summed into one measure, to assess the overall success of the youths' ability to function independently. (For purposes of the composite estimate, the measure of social network was recoded as a 0/1 variable indicating at least one significant relationship that the youth could depend upon). Table 3-1 presents the distribution for this composite estimate. Less than one percent of the youth are "unsuccessful" across all of the outcome measures; at the other extreme, 5.1 percent appear to be succeeding on all of the measures of independent living on which we have focused. The distribution is skewed toward the higher number of positive outcomes, with over half of the youth scoring positively for four or more of the outcome measures.

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[2] Note that models were also fit looking at the inability to access care, that is a "no" response vs. all other responses. Both models lead to the same conclusions.

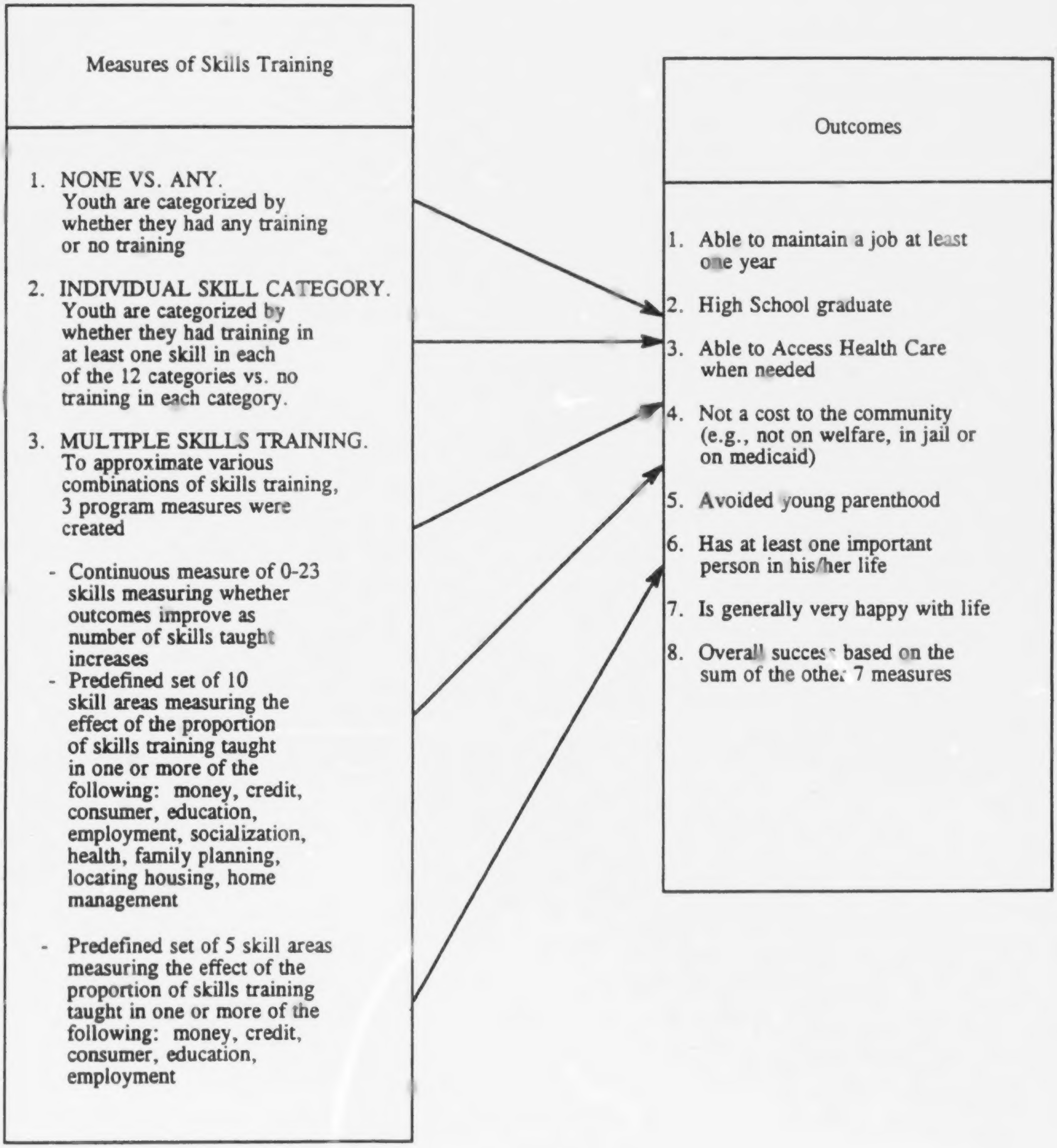
Table 3-1. Distribution for composite measure of outcomes

| Number of "positive" outcomes | Percent of youth |
|---|---|
| 0 | 0.6 |
| 1 | 5.3 |
| 2 | 13.2 |
| 3 | 23.7 |
| 4 | 20.0 |
| 5 | 21.1 |
| 6 | 11.0 |
| 7 | 5.1 |

It is also important to note that the measures of successful outcomes are not independent. We could hypothesize that obtaining a high school degree improves a youth's chances of maintaining a better job, thus avoiding the need to obtain support from the State. Similarly, early parenthood, especially for females, will most likely inhibit their ability to either complete their education or maintain a job. The composite outcome measure was developed to represent this more integrated indicator of self sufficiency.

## 3.2 Models to Assess the Effect of Skills Training on Self-Sufficiency Outcomes

Chapter 2 outlined the various ways that the impact of skills training could be measured. The question of the relationship between skills training and outcomes parallels that presentation. For example, one could ask whether the receipt of any independent living skills is beneficial to the youth maintaining a job for at least 1 year. In this case, we would want to look at the dichotomous (0/1) measure of none vs. any services. One might also want to know if particular skill areas (e.g., employment) are related to employment outcomes. This question would be answered by using the 12 service area measurements. Another question might focus on the marginal benefits of additional services once a youth has received training in at least one independent living skill. This question could be addressed by looking at the effect of number of skills on each outcome. Finally, the last two measures let us examine a set of independent living skill areas as they affect outcome measures. Figure 3-1 summarizes the measures that were used in assessing the impact of skills training on outcomes.



Measures of Skills Training

1. NONE VS. ANY.
   Youth are categorized by whether they had any training or no training
2. INDIVIDUAL SKILL CATEGORY.
   Youth are categorized by whether they had training in at least one skill in each of the 12 categories vs. no training in each category.
3. MULTIPLE SKILLS TRAINING.
   To approximate various combinations of skills training, 3 program measures were created
   - Continuous measure of 0-23 skills measuring whether outcomes improve as number of skills taught increases
   - Predefined set of 10 skill areas measuring the effect of the proportion of skills training taught in one or more of the following: money, credit, consumer, education, employment, socialization, health, family planning, locating housing, home management
   - Predefined set of 5 skill areas measuring the effect of the proportion of skills training taught in one or more of the following: money, credit, consumer, education, employment

Outcomes

1. Able to maintain a job at least one year
2. High School graduate
3. Able to Access Health Care when needed
4. Not a cost to the community (e.g., not on welfare, in jail or on medicaid)
5. Avoided young parenthood
6. Has at least one important person in his/her life
7. Is generally very happy with life
8. Overall success based on the sum of the other 7 measures

Figure 3-1. Measures for assessing impact of skills training on outcomes

For each of the individual outcomes and the composite measure of successful independent living, five regression models were fit. The five models correspond to the five measures of skills training: (1) none vs. any; (2) total number of services; (3) the program approach consisting of 5 core areas; (4) the program approach consisting of 10 skill areas; and to examine directly whether there was a relationship between specific areas of skills training and outcomes for each of the outcome measures, we also fit a model which included, (5) the 12 areas of skills training. Logistic regression models were fit for each of the dependent variables that is a dichotomous variable (all of the outcomes with the exception of the measure of social network and the composite outcome). For these two measures, linear regression models were used.

A number of independent factors were included in each model. This strategy determined whether skills training still had an effect when the effects of other characteristics were taken into account. Volume 2 contains the detailed approach used in the modeling and also presents the model parameters and statistics for each of the models that was developed. The independent factors that were systematically included in each model are listed below.

First, each of the models includes an indicator for whether services were received formally only, informally only, or through a combination of formal and informal instruction. This dimension of service receipt was measured globally (encompassing all skills) and is not specific to the individual independent living skills. By including this variable, we are looking at the net effect of skills training, regardless of how it was provided. We can also identify whether providing training formally or through a combination of formal and informal training is more effective with respect to a particular outcome than informal delivery only.[3]

In addition, each of the models also includes variables related to demographic characteristics of the youth, characteristics of their foster care experience, and factors that determined their entry into foster care. The specific factors are:

- Gender;
- Race/Ethnicity;

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[3] The models include the variables indicating formal only and joint formal and informal instruction; thus the interpretation of the coefficients examines the difference between these approaches and informal only (the omitted category) for a particular outcome. For example, if the coefficient for "formal only" was both significant and positive, this would indicate that formal delivery of services was more effective with respect to the particular outcome than informal only delivery.

- High school diploma at discharge;
- Job while in foster care;
- Disabling conditions --
  - Emotional,
  - Handicapped;
- Drug problem prior to discharge;
- Health problem at discharge;
- Age entered foster care;
- Length of time in foster care;
- Number of living arrangements during foster care;
- Number of placements into foster care (recidivism);
- Months since discharge from foster care; and
- Reason for entering foster care.

These factors are included for two reasons. First, it permits us to look at an unbiased measure of the net effect of skills training on outcomes. Without the inclusion of these factors in the model, the measures of training would be jointly measuring both the effect of the training and the factors affecting receipt of training. Second, many of these characteristics, regardless of whether they affected the receipt of training, may directly affect outcomes. For example, we might hypothesize that being handicapped has a direct (negative) effect on ability to obtain or maintain a job, even though from the previous chapter we saw that handicapped youth were more likely to receive skills training than other youth.

## 3.3 Findings

Based on the findings from the multiple regression models, skills training is most effective in influencing the outcomes of interest when delivered within a predefined set of skills areas. The 5 core skills measure (proportion of skills taught in the areas of money, consumer, credit, employment and education) had the largest net impact. The findings are summarized in Figure 3-2.[4] As is depicted in the figure:

1. No significant difference was found between those youth who received no skills training vs. any skills training for any of the outcomes of interest.[5]
2. Multiplicity of skills training led to better outcomes. However, random increases in the number of skills taught did not in themselves lead to a greater likelihood of being able to maintain a job for at least 1 year or avoid being a cost to the community. Skills training in the five core areas (money, credit, consumer, education and employment) increased the probability of accomplishing these outcomes as well as increased the likelihood of youth accessing health care, being very satisfied with life, and overall self sufficiency.
3. Some individual skills training areas produced positive effects on particular outcomes. No one area had a consistent effect across all outcomes.

### 3.3.1 Individual Areas of Skills Training

Table 3-2 provides a grid indicating statistically significant positive or negative effects of each of the areas of skills training on each of the outcomes. The skill areas presented represent the array of training generally included in independent living programs. One plus sign (+) indicates a positive relationship at $p < .10$; two plus signs (++) indicate significance of $p < .05$ and three plus signs (+++) indicate significance at $p < .01$. Minus signs can be interpreted similarly, only that they indicate a negative relationship.

The models which produced these findings included all of the independent variables listed previously as well as each of the areas of skills training. Therefore, the results show the impact of each skill area individually while controlling for the receipt of training in any of the other skill areas. For example, training in health skills is related to accessing health care whether or not the youth received training in any other skill area, or whether the youth was male or female.

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[4] Appendix C presents the findings from the models.

[5] Appendix B presents tables describing the receipt of any vs. no skills training for a number of other outcome measures. The findings presented in Appendix B are not based on regression models.

| Outcome<br>Skill Measure | Maintained job > 1 year | No cost to the comm. | Completed H.S. | Access health care | Avoid early parenting | Have a social network | General satisfaction | Summary outcome |
|---|---|---|---|---|---|---|---|---|
| 1. No vs. any skills training | | | | | | | | |
| 2. Number of skills | | | | YES | | | YES | YES |
| 3. 10 skill areas | | | | YES | | | YES | YES |
| 4. 5 core skill areas (budgeting, obtaining credit, consumer skills, education, employment) | YES | YES | | YES | | | YES | YES |
| 5. Skill areas<br>■ Money management<br>Budgeting | | | YES | | | | | |
| Obtaining credit | YES | | | | | | YES | YES |
| Consumer skills | | YES | | | YES | | | YES |
| ■ Health | | | | YES | | | | |
| ■ Family planning | | | | | | | | |
| ■ Education | YES | | | | | | | |
| ■ Employment | | YES | | | | | | |
| ■ Home management | | | | | | | | |
| ■ Socialization | | | | | | | | |
| ■ Obtaining housing | | | | | | | YES | |
| ■ Legal assistance | | | | | | | | |
| ■ Community resources | | | | | | | YES | |

Figure 3-2. Type of skills training measure which positively affect outcomes

Table 3-2. Effects of types of independent living skills training on specific outcomes: results from regression models, controlling for demographic and foster care characteristics[a]

| Types of Independent Services | Outcome Measures | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Maintained a Job ≥ 1 Year | Access to Health Care | Education | "No Cost to Community" | Avoid Early Parenthood" | General Satisfaction | Social Network | Overall Outcome |
| **Money** | | | + | | | | | |
| Credit | + + | | | | | + + + | | + + |
| **Consumer** | | | | + + | + | | | + |
| Health Care | | + + | | | -- | | | |
| **Family Planning** | | | - | --- | | | | - |
| Socialization | | | | | | | | |
| **Home Management** | | | | | | - | | |
| Employment | | | | + + | | | | |
| **Education** | + + | | | | | | | |
| Housing | | | | | | + + | | |
| **Legal Services** | | | | | | | | |
| Use of Community Resources | | | | | | + | | |

+, - = $p < .10$
+ +, -- = $p < .05$
+ + +, --- = $p < .01$

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[a] Each outcome measure was used as a dependent variable in either a logistic or liinear regression model. The models included as 12 categories of independent living skills training as well as gender, race/ethnicity, drug use, health problems, emotional or physical handicaps, length of foster care, type of problem which lead to foster care placement, number of arrangements and placements, education, employment during foster care, and type of services delivery, formal or informal. See text for definitions of each outcome and type of independent living services.

As is evident in Table 3-2, looking at the relationship between individual skills training and specific outcomes is complicated. It can be viewed in a number of ways. First, there is no one skill area that clearly affects each of the outcomes positively. This is to be expected as not all of the 12 skill areas are directly related to the chosen outcomes. For example, successful management of a home is not one of the outcome measures being assessed. One would not expect home management skills to have the same impact on employment outcomes as they might have on being able to cook and shop.

Second, some specific skill areas do have an impact on individual outcomes. For example, the outcomes, health, and cost to the community are positively affected by related skills training. Those youth who received health training were significantly more likely to access health care services after discharge than those who did not, and those youth who received employment training were less likely to be a cost to the community than those who did not receive such training. The reader is reminded that these findings controlled for the effects that the other variables included in the model might also have on the outcome.

Finally, the relationship between individual services and outcomes can be viewed as a roadmap to identify those skills that most often affect the outcomes of interest. The individual skill areas positively related to outcomes include money management (including money, credit, and consumer), education, employment, health, housing, and use of community resources.

Individually, each of these skill areas only had an impact on one or two outcomes. However, these skill areas were grouped to form the other measures. The next section will describe how the combination of these services is related to outcomes.

### 3.3.2 Results of Other Service Measures

Four parallel series of regression models, corresponding to the four remaining measures of skills training, were developed for each of the eight outcomes. As discussed earlier, each of the models contained a number of independent variables that remained constant for each analysis. Only the skills training measure changed in each model. By systematically examining the characteristics in relation to each outcome measure, conclusions can be drawn about the more effective way of delivering skills training. To accomplish this, the following questions were answered for each outcome.

1. Which skills training measures are significantly related to positive outcomes?
2. When a skills training measure is significantly related, what is the magnitude of the effect?
3. What other demographic and case history characteristics are related to positive outcomes?

The findings for these questions for the outcome measures are presented below.

### Employment

As noted above, the outcome concerning employment is defined as holding a job for 1 year or longer. Approximately 38 percent of the youth achieved this outcome. Of the four measures of skills training, only the five core skill area measure was significantly related to stable employment (Table 1, Appendix C). Those youth who received an increasing number of skills training in the areas of money, consumer, credit, education and employment were more likely to maintain a job for a least a year.

The next question becomes, how big a difference does the addition of each skill area with the five areas make on the probability of maintaining stable employment. In presenting the relationships reflected in multi-factor logistic models, the effects of any one factor or relationship can only be specified by making explicit assumptions about the young adult in terms of all the other important, predictive factors in the model. For the purposes of this presentation, we will evaluate the net effects of skills training in the 5 core areas in the context of two different sets of assumptions about the other factors in the model. The impact of receiving an increasing number of skills training in the 5 core areas was calculated for youth with two different sets of characteristics. The characteristics for each youth were:

Youth #1

- White, female;
- No high school degree at discharge
- No job while in care;
- No emotional, mental or physical handicaps;
- No drug or chronic health problems;
- Entered care at age 13;
- Remained in care 42 months;
- Three different living arrangements;
- One placement into care;
- Entered care due to problems with family dynamics;
- 36 months after discharge from care;
- Any skills training -- formal and informal.

Youth #2

- Black, male;
- No high school degree at discharge;
- No job while in care;
- Emotional handicaps;
- No mental or physical handicaps;
- Drug problem in care;
- No chronic health problem;
- Entered care at age 3;
- Remained in care 15 years;
- At least 5 living arrangements;
- Two placements into care;
- Entered care due to abuse/neglect;
- 36 months after discharge from care;
- Any skills training -- formal and informal.

The magnitude of the net effects of skills training on outcomes will be different for youth with different characteristics than those listed above, but the statistical significance and direction (and thus our conclusions) of the effects are not affected by the youths' characteristics. An illustration using the marginal effects for the 5 core skill areas will be useful.

The logistic regression coefficient for the 5 skill areas measure is .84. The likelihood of our two examples of youth maintaining a job for at least 1 year as the number of skills taught in the 5 core areas increases is presented in Table 3-3.

Table 3-3. Likelihood of youth maintaining a job for ≥ one year as the number of skills taught in the 5 core skill program increases

| Number of skill areas taught | Type of youth<br>White[6] female | <br>Black[7] male |
|---|---|---|
| None | .22 | .07 |
| One | .40 | .15 |
| Two | .60 | .28 |
| Three | .78 | .48 |
| Four | .89 | .68 |
| All five | .95 | .83 |

The receipt of services by the illustrative White female has increased her probability of stable employment from an estimated .22 (or a 22 percent chance) to an estimated .95 (that is, a 95 percent probability of stable employment). Although the probability of stable employment for the Black male was slightly lower, it also increased as the number of skills taught increased.

The reader is referred to the model results, Table C-1 (Appendix C) to see that the coefficient for the 5 core skill areas is larger than that for the 10 skill area or the number of services (.84, .57, and .02 respectively). This finding suggests that the net return from any one service beyond the five included in the 5 core skill area program is less than that gained from each of the five skills included in the 5 core skill area program. From the models we see that, with respect to stable employment, it is not the receipt of the sheer number of skills, but the receipt of training in specific areas that is important in determining the outcome.

**Other Characteristics Related to Maintaining a Job.** Apart from skills training received while in foster care, it is clear that other characteristics are related to job stability, whether or not the youth received skills training. Finishing high school before discharge from foster care and having at least one job during foster care are also positively related to maintaining a job for at least 1 year. Black, non Hispanic youths were less likely than either Hispanic or White, non Hispanic youth to be employed for 1 year or longer. Similarly, youth assessed as either emotionally disturbed or handicapped were less likely to be employed for at least a year. In addition, drug problems and chronic health problems (as noted in the case abstract) were negatively related to maintaining a job for at least 1 year.[8]

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[6] White female, no high school degree at discharge, no job while in care, no emotional, mental or physical handicaps, no drug or chronic health problems, entered care at age 13, remained in care 42 months, three different living arrangements, one placement into care, entered care because of family dynamics, any skills training – formal and informal.

[7] Black male, no high school degree at discharge, no job while in care, emotional handicaps, no mental or physical handicaps, drug problem, no chronic health problems, entered care at age 3, remained in care 15 years, at least 5 living arrangements, two placements into care, entered due to abuse and neglect, 36 months after discharge, any skills training – formal and informal.

### Ability to Access Health Care

The majority of youth were successful in accessing health care when they needed it (65%) regardless of whether or not they had received skills training. Receipt of skills did increase the likelihood of youth being able to access health care as measured by the number of skills received or the proportion of skills within the 5 or 10 skill area program definitions. Only the measure none vs. any did not have a significant positive relationship to accessing health care.

These findings imply that targeted receipt of services within specific areas of skills is more beneficial than the provision of any service. Also, by comparing the coefficients for skills training in each of the models representing an increasingly more targeted approach (.06 for number of skills, 1.5 for 10 skill areas and 1.6 for 5 skill areas)[9] we find that the addition of each skill in the 5 skill area had more of an impact on accessing health care.

Table 3-4 shows the probability distributions for those white female and black male youth as measured by 5 skill areas. As is depicted by the table, the likelihood of accessing health care rapidly increases with the addition of each service. In fact, all 5 core skills are not needed to achieve an estimated 100 percent chance of accessing care.

The reader is reminded that health care training alone was also positively related to the likelihood of being able to access health care after discharge (see Table 3-2).

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[8] Refer to Table C-1 in Appendix C.

[9] Table for full model is presented in Appendix C – Table C-2.

One might question how the 5 core skill area measure, which does not include health skills training, demonstrates a greater net impact of each additional skill than the net impact of each additional skill added with the 10 skill measure (which does include health training). Statistically this is due to the average effect across all the areas, and some of the additional skills in the 10 skill measure may have little or a negative effect on the outcome. The 5 skill program provides more efficient results than the 10 skill program.

Table 3-4. Likelihood of youth being able to access health care as the number of skills taught in the 5 skill program increases

| | Type of youth | |
|---|---|---|
| Number of skill areas taught | White female[1] | Black male[2] |
| None | .48 | .36 |
| One | .82 | .73 |
| Two | .96 | .93 |
| Three | .99 | .99 |
| Four | 100 | 100 |
| All five | 100 | 100 |

[1] White female, no high school degree at discharge, no job while in care, no emotional, mental or physical handicaps, no drug or chronic health problems, entered care at age 13, remained in care 42 months, three different living arrangements, one placement into care, entered care because of family dynamics, any skills training – formal and informal.

[2] Black male, no high school degree at discharge, no job while in care, emotional handicaps, no mental or physical handicaps, drug problem, no chronic health problems, entered care at age 3, remained in care 15 years, at least 5 living arrangements, two placements into care, entered due to abuse and neglect, 36 months after discharge, any skills training – formal and informal.

**Other Characteristics Related to Accessing Health Care**. In contrast to the findings from employment, obtaining a high school diploma before being discharged from foster care appears to have no effect on accessing health care. Youth who entered foster care at an older age were more likely than those who entered at a younger age to be able to access care, although length of care was also positively related to access (that is the longer the length of foster care, the more likely to be successful in accessing health care). Although these two findings may appear to be in conflict, it is important to note that each was measuring the **marginal** impact of the factor on the dependent variable. Thus, youth who entered at an older age, but were released after only a short time in foster care were less successful than youth who entered at the same age but were in foster care a longer period of time. It is also important to note the units in which the independent variables are measured when comparing the relative effects of for example, age of entry and length of care. Age is measured in years, whereas length of care is measured in months; thus a 1 year change in length of care is actually a 12 unit change in the independent variable.

With the exception of emotionally disturbed youth, there appears to be no effect of demographic characteristics, types of behavior or health problems, or problems which lead to foster care on access to health care post foster care discharge.

### High School Graduation

Since one of the independent variables included in the model to predict high school degree is a variable indicating whether the youth had obtained a high school degree before discharge, the model is in effect, looking at what factors affect the completion of a high school degree for those who did not have their degree at the time of discharge (e.g., the model has controlled for the effect of having a high school degree at the time of discharge).

Just over one-half of the youth had a high school degree at the time they were interviewed (54%). None of the services receipt measures are significant with regard to having completed high school at the time of interview (Table C-3, Appendix C). Thus, skills training was not found to be related to youth completing more schooling after discharge. Not surprisingly, the extremely high regression coefficient for a high school degree prior to discharge indicates this to be the most important factor in youth completing high school.

The other factors related to a high school degree have a negative impact on obtaining a high school degree after discharge. These include Hispanic ethnicity (as compared to White, non-Hispanic or Black, non-Hispanic), the presence of handicaps, and an indication of drug abuse prior to discharge from foster care.

### No Cost to Community

Of the youth included in the study, an estimated 61 percent were classified as "no cost to the community." These youth were not relying on welfare, were not institutionalized, and were not using medicaid at the time of interview. It is not difficult to hypothesize that several of the other outcomes examined in this report, stable employment and avoiding early parenthood, have an impact on ability to function, independent of public support. However, since we do not know the timing of many of these outcomes, it is impossible to use these outcomes as causal predictors of another outcome. Therefore we have restricted each of the regression models to the same set of independent factors.

Only one of the measures of receipt of independent living skills training, the 5 core skill area program measure, is related to not relying on public support (Table C-4, Appendix C). As noted above, this indicates that the impact of providing independent living training to youth is related not to the sheer number of services provided but to the type of skills provided.[10]

The probability of the young woman and young man described earlier being a cost to the community is reduced with the receipt of services provided in the 5 core skill area program. These probabilities of not being a cost to the community are presented in Table 3-5.

Although skills training does have an impact for this young woman, the magnitude of the impact is rather low reflecting the high percentage (61%) of young women with the stated characteristics not a cost to the community.

The likelihood of being a cost to the community is reduced more dramatically for the young male. According to the model, a young man with all of the characteristics previously described has an estimated 33 percent chance of not being a cost to the community if he does not receive training in any of the 5 core skill areas. However, his likelihood of not being a cost to the community greatly increases as the number of skills increases. With one skill taught he has an estimated 50 percent chance of not being a cost to the community. Whereas with all 5 skills taught he has a 94 percent chance.

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[10] One question that might be asked is why the coefficient for the 5 core skill area is significant while the coefficient for the 10 skill area program is not, especially since the 10 skill area expands upon the base of areas defined by the 5 skill area program. It is important to remember that the logistic regression coefficient is measuring the **marginal impact of each unit change in the independent variable.** Therefore, if the 5 skill areas defined by the core skill program all had a large positive effect (as we see for "no cost to community"), but the other five areas had no effect or a negative effect, then the **average effect, across all 10 areas has been reduced.** The marginal probability or regression coefficient looks at the average effect of each additional unit change in the independent variable.

Table 3-5. Likelihood of youth not being a cost to the community as the number of skills taught in the 5 skill program increases

| | Type of youth | |
|---|---|---|
| Number of skill areas taught | White[1] female | Black[2] male |
| None | .61 | .33 |
| One | .76 | .50 |
| Two | .87 | .67 |
| Three | .93 | .80 |
| Four | .96 | .89 |
| All five | .98 | .94 |

[1] White female, no high school degree at discharge, no job while in care, no emotional, mental or physical handicaps, no drug or chronic health problems at discharge, entered care at 13, remained in care 42 months, three different living arrangements, no recidivism, entered care due to family dynamics, any skills training was both formal and informal, and is at 36 months after discharge.

[2] Black male, no high school degree at discharge, no job while in care, emotional handicaps, no physical or mental handicaps, drug problem in care, enter care at 13, remained in care 15 years, recidivism (2 placements), entered due to abuse and neglect, received training formally and informally, and is at 36 months after discharge.

**Other Characteristics Related to Not Being a Cost to the Community**. Several of the factors measuring characteristics of the foster care experience, specifically age of entry, number of months in foster care, and number of living arrangements during foster care, are negatively related to successful independence from public support. Youth who entered at an older age are more likely to be a cost to the community than those who entered at a younger age. As the number of months in foster care increased or as the number of arrangements while in foster care increased, the probability of being classified as "no cost to community" is reduced.[11]

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[11] Remember, each of these coefficients is looking at the marginal effect of the factor, **controlling for all other factors in the model**. Thus, although it seems intuitive that the coefficients for age of entry and length of care should be in the opposite direction with respect to any one outcome, since younger youths most likely experience a higher number of months in foster care, each variable is measuring its independent effect controlling for the other factors. Thus given two youths who enter at the age of 16 (and are similar on all other characteristics included in the model), the one who is in foster care longer will have a lower probability of being "no cost to the community" (due to the negative coefficient for length of care). Similarly, if two youths have been in foster care the same number of months, the one who entered at the older age would have a lower probability of being "no cost to the community" after discharge.

Males were more likely than females to be classified as "no cost to the community" (most likely an effect of AFDC recipiency for females -- see discussion below on avoiding early parenthood). Race/ethnicity is clearly a determining factor, with Black youth less able to remain independent of public support systems than White youth. Physical handicaps and drug abuse were also detrimental with respect to incurring costs to the community (since both coefficients are negative, being handicapped or having abused drugs results in a lower probability of being classified as "no cost to the community").

### Avoiding Early Parenthood

At the time of the interview, 42 percent of the youth in the study had either given birth or fathered a child. The gender differential is quite significant with 60 percent of the females having given birth, as compared to 24 percent of the males having fathered a child. Thus, it is not surprising that the main predictor variable in the models of avoiding early pregnancy is gender. Service receipt did not significantly reduce the probability of early parenthood, regardless of how service receipt was measured (see Table C-5, Appendix C).

However, a pattern was found with respect to the number of skills taught and avoiding early parenthood for young women. Table 3-6 presents the distribution of young women who had birthed or not birthed a child by number of the skills received (0-5). As shown in the table, young women who received skills training in one or two of the areas actually appeared more likely to have birthed a child. As the number of skills taught reaches 3 or more, a different pattern begins to emerge -- the percentage of young women who birthed a child decreases.

Table 3-6. Percentage distribution of young women who avoided young parenthood by number of skills taught

| Avoid young parenthood | Number of skills taught<br>0 (percent) | 1 (percent) | 2 (percent) | 3 (percent) | 4 (percent) | 5 (percent) |
|---|---|---|---|---|---|---|
| Yes | 41 | 26 | 34 | 43 | 52 | 51 |
| No | 59 | 74 | 66 | 57 | 48 | 49 |
| Total % | 100 | 100 | 100 | 100 | 100 | 100 |
| Total N* | 8,300 | 3,100 | 2,300 | 2,800 | 1,900 | 900 |

*N's are rounded to the nearest 100

The reader is reminded that when controlling for other variables (e.g., length of time in care, race, age entered care), number of skills taught was not significantly related to avoiding young parenthood. These findings suggest that further exploration of the interactions between characteristics and services is necessary.

**Other Characteristics Related to Young Parenthood**. Several factors related to the characteristics of foster care are negatively related to avoiding early parenthood. Youth who entered at an older age are more likely to give birth/father a child than youth who entered foster care at an earlier age. As the length of care increases and the number of arrangements increases, so does the probability of early pregnancy/early fatherhood.

Each of the models indicates that being employed during foster care is negatively related to avoiding early parenthood. In other words, those youth who were employed while in foster care were more likely to have birthed or fathered a child. This may be due to the finding (from Phase I) that those who stayed in care longer were more likely to be employed.

Youth who were assessed during foster care as having emotional problems were more likely to avoid early parenthood. Drug use appears to contribute to early pregnancy/fatherhood.

### Overall Satisfaction with Life

The findings from the logistic regression concerning the youth's assessment of general happiness are found in Table C-6, Appendix C. As noted above, this model assesses the factors which affect a youth reporting that he or she was "very happy" with his or her life these days. The findings suggest that as the number of skills or areas in which services are delivered increases, general satisfaction with life after discharge from foster care increases. However, once again the strongest relationship is found with the receipt of skills training in the five core areas suggesting that targeting service delivery has a greater impact on this outcome. The chance that our illustrative young woman will achieve overall satisfaction increases from an estimated 53 percent with no skills training to 99 percent with training in all 5 areas. Similarly, the chance for the illustrative young man increases from 21 to 95 percent.

The probabilities associated with each additional service area in which our illustrative White female and Black male received training are shown in Table 3-7.

Table 3-7. Likelihood of youth having overall satisfaction with life as the number of skills taught in the 5 core area increases

| | Type of youth | |
|---|---|---|
| Number of skills taught | White[1] female | Black[2] male |
| None | .53 | .21 |
| One | .73 | .39 |
| Two | .86 | .60 |
| Three | .94 | .78 |
| Four | .97 | .89 |
| All five | .99 | .95 |

[1] White female, no high school degree at discharge, no job while in care, no emotional, mental or physical handicaps, no drug or chronic health problems at discharge, entered care at 13, remained in care 42 months, three different living arrangements, no recidivism, entered care due to family dynamics, any skills training was both formal and informal, and is at 36 months after discharge.

[2] Black male, no high school degree at discharge, no job while in care, emotional handicaps, no physical or mental handicaps, drug problem in care, enter care at 13, remained in care 15 years, recidivism (2 placements), entered due to abuse and neglect, received training formally and informally, and is at 36 months after discharge.

**Other Characteristics Related to Overall Satisfaction with Life.** Few other characteristics were significantly related to youths' satisfaction with their lives. Youth who had received their high school diploma before discharge from foster care were not as likely to report being very happy with their life than were youth with no high school diploma at the time of discharge. Perhaps, because of having completed high school prior to discharge, these youth had higher expectations of themselves than other youth.

Disabling conditions had no effect. However, presence of drug problems during foster care reduced the probability of reporting general satisfaction.

### Social Relationships

Similar to the findings for avoiding early parenthood, the receipt of skills training as measured by this study had no effect on the number of people youth identified as being able to rely upon after discharge. (Table C-7, Appendix C.).[12] Overall, discharged foster care youth reported that after discharge they had people available for both concrete and emotional support, regardless of service receipt. Chapter 4 presents a detailed discussion of the social networks available to foster youth after discharge.

**Other Characteristics Related to Social Relationships.** Few other characteristics were related to the availability of social networks. Specifically, entering foster care due to behavioral problems appears to be positively related to the development of social networks after discharge from care. From a needs assessment perspective, we might speculate that this is due to the types of services these youth received, which may emphasize cooperation and dealing with others. However, since we have no measure of needs assessment, we cannot test this hypothesis.

Young men were less likely than young women to have developed a social network. Only one measure of disabling conditions, physical and mental handicaps, contributed to a smaller number of friends or individuals on whom they could rely for support.

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[12] Note that the coefficients in Table C-7 as well as in C-8 are linear regression coefficients, as opposed to logistic coefficients. Thus, the model predicts the score on the dependent variable rather than the probability of the dependent variable occurring. Each coefficient reflects the net addition (or subtraction if the coefficient is negative) that a one unit change in the independent measure has on the dependent measure.

### Composite Measure of Outcomes

The most efficient means by which to assess the multiple dimensions of independent living is to look at a composite measure of outcomes. As previously discussed, we created a composite measure as the sum of "positive" outcomes from the measures presented above. (Refer to Table 3-1 for distribution of this measure). In using this measure to assess outcomes, we are noting the importance of an integrated assessment of each youth, rather than the importance of any one aspect of self sufficiency. A composite measure also captures, to some extent, the interrelationship among the various outcomes -- for example, early pregnancy would most likely also affect length of employment and cost to the community.

The composite measures, with a range from zero to seven, indicates that a youth with a score of zero had no satisfactory outcomes -- unable to maintain employment for at least a year, unable to access health care, no high school degree, reliant upon public support, having parental responsibilities, no dependable relationships, and (not surprisingly), generally not very happy with his or her life. A score of seven indicates just the opposite -- a youth who has mastered independent living, at least according to the seven outcomes included in this assessment. Table 3-1 (page 3-4) indicated that either extreme is rare -- that most youth are "successful" with respect to two or more of the outcomes.

The four models presented in Table C-9, Appendix C point to the importance of targeting services to those areas most likely to affect the outcomes of interest. The receipt of any service as compared to no service is not statistically significant, and although statistically significant, the coefficient related to the measure of the number of services indicates, that on average, the addition of any one service increases the outcome score by only .04 (on a scale from 0 to 7). It is not until we look at the coefficients for either the minimum program or the comprehensive program (with coefficients of .96 and .82, respectively), that the full impact on the integrated outcome score is realized.

The largest effect on the overall outcome is realized by providing additional services in areas related to the outcomes of interest. The larger regression coefficients for the 5 and 10 skill area programs (.96 and .82 respectively) indicate that the addition of each skill area in the predefined program measures had a greater effect than the random addition of skills. However, by adding home management, health, family planning, obtaining housing and socialization skills to the model (the 10 skill areas program), the coefficient is not as strong as in the 5 core skill program. The finding makes intuitive sense, since the outcomes of interest fall within a small range of all possible outcomes that one could measure. (For example, there is no measure on how successful the youth is at doing grocery shopping.) It is only logical that the largest effect for services receipt is for the receipt measure that includes those services most likely to be related to outcomes.

**Other Characteristics Related to Overall Self-sufficiency**. Clearly, stability during the foster care experience is important to overall self sufficiency. Both the number of arrangements and the number of places is negatively related to the overall outcome, implying that as the number of either arrangements or placements increases, self-sufficiency decreases.

With respect to the overall outcome, youth were not affected by the condition that brought them to foster care. Unfortunately, the presence of a physical handicap or the use of drugs at anytime prior to discharge has a continuing negative effect post discharge on self-sufficiency.

## 3.4 Summary

Based on the findings from the multiple regression models, services receipt is most effective in influencing the outcomes of interest when delivered within a predefined set of skill areas. With the exception of "avoiding early parenthood," "number of social relationships," and educational status, additional services received within the areas defined by the 5 core area program had the largest net impact. One might ask, if only one or two service areas are related to a particular outcome, why is it necessary to provide a program which includes five areas. If the goal was to have an impact on only one outcome, this approach might suffice. However, the goal is to increase self-sufficiency, and self-sufficiency comprises many outcomes. The skill areas in the 5 core skill program (money, credit, consumer, education and employment), when provided in combination, produced better results across a number of outcomes.

Some outcomes were not improved significantly by any of the service receipt measures. One can only speculate as to the reasons. With respect to developing social networks, it may be that the right combinations of services were not measured. The development of a social network may be related to the support network a youth had prior to entering care, or the number and type of living arrangements youth had in care. Further analysis is necessary to answer this question.

With respect to education and avoiding parenthood, the concern is somewhat different. Educational services and making decisions about family planning were included in the analyses, but no significant relationships were found. As we do not know the curriculua associated with the training for each of these skill areas, it may be that had the training been more comprehensive, a relationship would have emerged.

These findings provide many policy and program implications. Before discussing these implications, Chapter 4 presents findings with respect to outcomes for foster youth, regardless of service receipt. The policy and program implications from both sets of findings will be presented in Chapter 5.

A cautionary note is necessary. It is important to remember that the results presented are conditional on the specific types of outcomes included for assessment. Had a different set of outcomes been examined, for example, ability to maintain a household or ability to obtain legal services when needed, we may have seen greater effects from other types of skills training.

Also, although socialization skills as measured by this study (e.g., decisionmaking, setting and achieving goals, telling people how you feel, expressing opinions and making friends) were not found to be significantly related to the outcomes of interest, one should not conclude that socialization skills per se are not effective in producing better outcomes. These skills are not discrete skills like some of the other measures. For example, job training skills include setting and achieving goals and decisionmaking. In essence, socialization skills are an integral part of the other skill measures and are therefore difficult to segregate in any analysis.

## 4. OUTCOMES OF DISCHARGED FOSTER CARE YOUTH

In Chapter 3 the impact of independent living skills training on eight outcome measures was presented. The study findings also provide the opportunity to describe a number of other outcome measures that were assessed for the foster care population, regardless of their receipt of skills training. The results are presented in this chapter. Whenever possible the outcomes for the study population were compared with those of the general population in roughly the same age group, and at approximately the same time.

Taken altogether the findings show that discharged foster care youth do not fare as well as the general population. With respect to educational status, childbirth, and reliance on welfare, they more closely resemble youth in the general population living at or below the poverty level. Table 4-1 summarizes these comparisons.

Table 4-1. Comparison of outcomes for discharged foster care population, general population and youth below poverty population

| Outcome | Discharged foster care population[1] | General population[2] | Youth below poverty population[3] |
|---|---|---|---|
| Employment status at point in time | 49% | 60% | -- |
| Median weekly salary | $205 | $261 | -- |
| Welfare recipients | 30% | 5% | 24% |
| Living with extended family | 39% | 53% | -- |
| Completed high school | 54% | 78% | 53% |
| Ever married | 29% | 26% | 27% |
| Young women who birthed a child | 60% | 26% | 60% |
| Alcohol use over 30 day period | 42% | 62% | -- |
| Marijuana use over 30 day period | 13% | 13% | -- |
| Ever using illegal drugs | 50% | 51% | -- |

[1] Findings are as of time of interview, 2.5-4 years after discharge

[2] Employment status and median weekly salary represent youth 16-24 -- all other general population statistics are for 18-24 year olds.

[3] Represents youth 18-24 as of March, 1990

Further details on these outcomes as well as other indicators of youths' near-term economic and long-term self sufficiency adaptation are presented below.

## 4.1 Outcome Measures

A number of adaptation indicators will be presented in this chapter.[1] As discussed in Chapter 3, discussions of self-sufficiency tend to be laden with ambiguities, but there is general agreement that the achievement of certain goals is necessary for youth to move toward self-sufficiency. Therefore. options have been divided between those that represent both near-term and future self-sufficiency.

The first group of variables comprises of those outcomes that speak directly to self-sufficiency in terms of the youths' ability to support themselves economically in the near term:

1. Near-Term Economic Adaptation
    - Employment
        - Did they have a job at the time of interview?
        - What was their salary?
        - Have youth been employed since discharge?
        - Have they been able to maintain a job for at least 1 year since discharge?
    - Source of income
        - What were their sources of income (at the time of the interview)?
        - Were they able to support themselves?
    - Cost to the Community
        - Were youth on welfare or in jail?
        - Were youth receiving Medicaid?
        - What community resources have youth used since discharge?

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[1] Appendix A presents tables of each outcome measures by gender and race. The effects of other intervening variables (e.g., foster care history, or youth's problems) are not explored in this chapter. Such intervening variables were taken into account when assessing the impact of service receipt on outcomes, as reported in Chapter 3. Also, Appendix E provides tables depicting the differences in each outcome for youth who received any vs no independent living skills training.

The second set of variables looks at those outcomes which are likely to play a role in terms of future self-sufficiency. These outcomes include:

2. Future Self-Sufficiency

   - Housing
     - Where and with whom did youth go to live upon discharge?
     - What role did the extended family play?
     - What role do foster parents play?
     - Have youth experienced a time without a place to live?
     - In how many different places have they lived?
     - Were they satisfied with their then current living arrangements?
   - Educational Status
     - How much schooling have youth completed?
     - What has been their change in education status since discharge?
   - Social Network
     - What was their marital status?
     - Did youth have people with whom they had close relationships?
     - Do youth have people to rely upon for concrete help?
     - Do youth have people to rely upon for emotional help?
   - Young parenthood
     - Have youth birthed or fathered a child?
   - Health
     - How did youth perceive their health status?
     - What was their drug and alcohol usage?
     - Were youth able to obtain health care when needed?
   - Basic resources
     - Did youth have a driver's license, car, car insurance, credit cards, checking accounts, or savings accounts?
   - Legal Issues
     - Have youth had problems with the law since discharge?
   - General Sense of Well Being
   - Values
     - What aspirations do youth have?
   - Problems
     - What has been the biggest problem for youth since discharge?

## 4.2 Near-Term Economic Self-Sufficiency

Three outcome measures were used to describe economic self-sufficiency: employment, sources of income at the time of the interview, and whether the youth were economically still dependent on the community once discharged. These three outcome measures were chosen to represent economic self-sufficiency at a point in the lives of the youth some 2.5 - 4 years after discharge from care. The youths' ages ranged from 18 to 24 at the time of the interview and the median age was 21.

A cautionary note: employment and receiving public assistance are straightforward variables, but being employed cannot be directly equated with self-sufficiency. Numerous respondents had jobs at such low wages, and/or were working only part time, that they were nevertheless still economically dependent on others or the community. However, it should be kept in mind that, in the society at large, young adults in this age range are not expected to be completely self-supporting or stable with regard to careers. Therefore, the outcomes for foster care youth compared to the general population, and to 18-24 year olds living at or below the poverty level where comparable information was available, is presented.

### 4.2.1 Employment

Forty-nine percent (17,000) of the respondents were employed. The employment rate for the general population of 16-24 year olds was 60 percent in October 1988, with an annual average of 67 percent for the year.[2] These two populations are not exactly comparable in that the general population figure represents a slightly younger population and a different time period. However, one would expect that the 16-18 year olds included in the general population figure would be less likely to be employed. Therefore, one might conclude that the difference in the employment rates for the discharged foster youth and the general population are even greater than the numbers indicate.

Gender and race were significantly related to employment status. Fifty-six percent of the males as compared to 43 percent of the females were employed at the time of interview (Table

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[2] U.S. Department of Labor, Bureau of Labor Statistics, Handbook of Labor Statistics, Bulletin 2217.

A-1, Appendix). Whites were more likely to be employed than Blacks and Hispanics (52%, 42% and 40%, respectively, Table A-2, Appendix).

Unemployed youth reported that the biggest problems they had in finding jobs were:

- Lack of transportation (21%);
- Lack of opportunities (16%);
- Inadequate education (15%); and
- Lack of experience (15%).

During the Phase I interviews, agency personnel reported that it was not difficult for youth to find jobs, but it was very difficult for them to maintain a job. This phenomenon seems to have continued after discharge. Ten percent of the youth had never held a job since discharge, and only 38 percent of the youth had maintained a job for at least 1 year.

No difference was found between the never employed rates of males and females (9% and 11%, respectively). However, Hispanic youth were far more likely never to have held a job than White or Black youth (33%, 6% and 16%, respectively). The opposite was true with respect to length of time youth maintained a job. Males were more likely than females to maintain a job for at least 1 year (40% male and 31% female), but no differences were found in the percent of Hispanic, White or Black youth who were able to maintain a job for at least 1 year (38%, 35% and 32%, respectively).[3]

### 4.2.2 Source of Income

Of those youth employed at the time of the interview, the median salary was $5.00 per hour. The median weekly salary for those youth who had held full time jobs (35 or more hours) at any time since discharge was also calculated: approximately 48 percent of the youth had held a full-time job at some point since discharge and their median weekly salary for this job was $205.00.

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[3] When controlling for other variables (see Chapter 3), race is related to length of time youth maintained a job and no significant difference was found between males and females being able to maintain a job.

The median weekly salary for full time employed 16-24 year olds was $261.00 in 1989.[4] As with employment rates, the general population figure is for a slightly younger population and over a somewhat different time period. Also, being slightly younger, the general population youth are not as likely to be living on their own. The data once again suggest that discharged youth do not fare as well as the general population.

The question must then be posed as to how the majority of the youth were being supported. Figure 4-1 divides sources of income into four categories.

- "Self support" (5,900), includes youth who either supported themselves through a job, or were married and the nuclear family was self-supporting.
- "Job and help" includes youth who were employed, but also reported that they still relied on extended family members, friends, and others for help (11,100).
- "No job-help" includes those youth who were totally dependent on multiple sources of support and did not have a job (15,200). These multiple sources included family and friends as well as welfare. Twenty-three percent of the youth in this category were receiving some type of welfare benefits as one of the sources of multiple income.
- Seven percent (2,400) of the youth reported that welfare was their only source of current support.

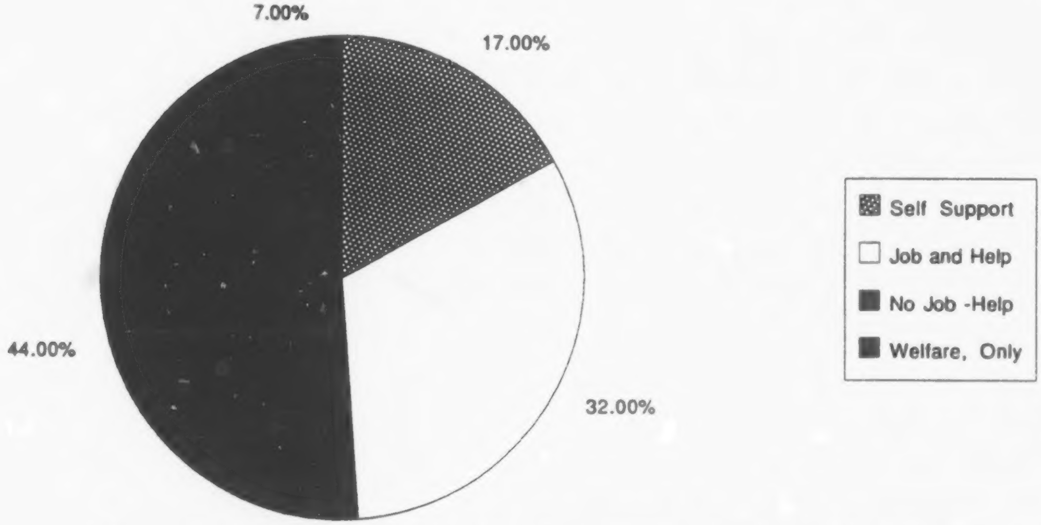

Figure 4-1. Percentage distribution of study respondents' sources of income

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[4] U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-60.

In total, 30 percent of the youth reported receiving welfare benefits. These benefits included one or more of the following categories of welfare: AFDC, Food Stamps, Medicaid, or General Assistance. According to the March 1990 Current Population Survey (CPS), approximately 24 percent of 18-24 year olds living below the poverty level were receiving welfare benefits across these same categories, and 5 percent of the general population.

The majority of youth discharged from foster care were not self-supporting as that term is usually understood. Of those youth dependent upon others for support, 21 percent were receiving economic help from their birth parents and 8 percent were receiving help from foster parents at the time of discharge. As mentioned above, the median age was 21. and it may be unreasonable to expect 21 year olds to be self-supporting. But, significantly, as is discussed in the section below, about 40 percent of the study population depended not only on other individuals, but also on the community for support.

### 4.2.3 Cost to the Community

For the sake of analytic efficiency, a variable called "cost to the community" was created, which comprised youth who were receiving public assistance of any kind, were Medicaid recipients, and/or were in a correctional facility or otherwise institutionalized. Approximately 40 percent (13,800) of the youth were a cost to the community at the time of the interview. As depicted in Table A-5 in Appendix A, young women (45% females as compared to 32% males), and Black and Hispanic youth (57% and 49% respectively, as compared to 35% White), were more likely to be a cost to the community (Table A-6, Appendix A).

The use of community resources at any time since discharge was also ascertained. Table 4-2 provides the percentage of youth who used such resources at any time since discharge. As shown, Food Stamps were used by the largest percentage of youth (37%, 12,800), closely followed by young women who had used AFDC (34%, 6,600). Approximately 20 percent (6,900) of the youth had relied on general assistance at some time since discharge.

Table 4-2. Percentage of youth who used various community resources since discharge

| Type of response | Percentage (%) | | N[1] |
|---|---|---|---|
| | Yes | No | |
| Housing | 12 | 88 | 34,500 |
| Food Stamps | 37 | 63 | 34,600 |
| General Assistance | 21 | 79 | 34,500 |
| AFDC | 34 | 66 | 19,300 |
| Family Planning Clinic | 21 | 79 | 34,600 |
| Unemployment Insurance | 7 | 93 | 34,600 |
| Job Placement | 23 | 77 | 34,500 |
| Public Shelter | 10 | 90 | 34,600 |
| Comm. Mental Health | 9 | 91 | 34,600 |
| Alcohol Treatment | 5 | 95 | 34,500 |
| Drug Treatment | 6 | 94 | 34,500 |
| Food Bank/Soup Kitchen | 12 | 88 | 34,500 |

[1] All weighted totals rounded to the nearest 100.

## 4.3 Outcomes Likely to Affect Long-Range Self-Sufficiency

Other factors besides economic status are integral to the adaptation of foster youth into the community, particularly in terms of their long-range adaptation. Therefore, a number of outcomes were measured to assess foster youths' potential for future self-sufficiency. These outcome measures are discussed below.

### 4.3.1 Housing

**The People With Whom Youth Lived After Discharge From Foster Care.** Figure 4-2 presents the distribution of youths' living arrangements at two times -- upon discharge from foster care and at the time of the interview. It also shows the percentage of youth whose living arrangements remained the same at both times. The categories presented are derived from 30 different combinations of persons and their relationships to the youth.

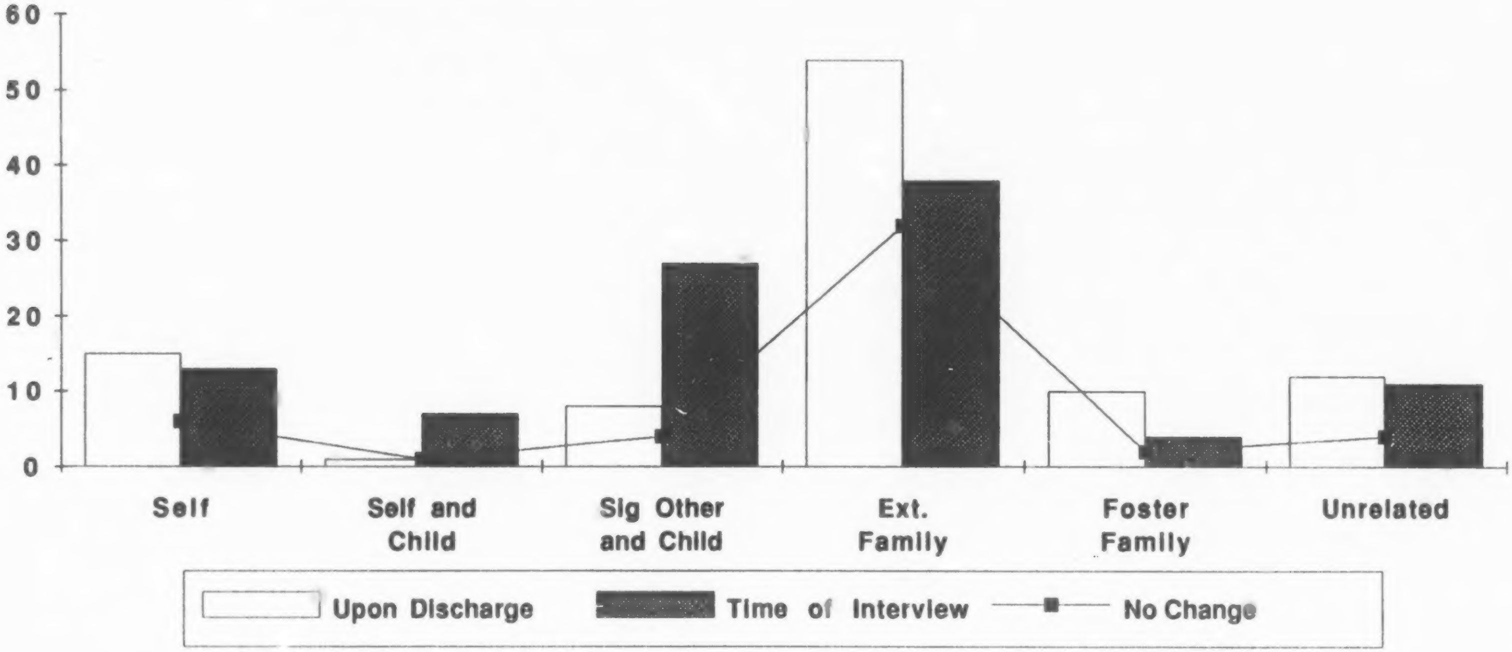

Figure 4-2. Percentage of respondents by living arrangement at time of discharge, time of interview, and with no change in living arrangement

As shown in Figure 4-2, the extended family was the most frequent living arrangement at the time of discharge.[5] An estimated 18,700 (54%) youth went to live with extended family members upon discharge,

An additional 3,500 youth (10%) remained with their foster parents. The remaining youth either lived by themselves or with a child (5,900), with a significant other (2,400), or with unrelated individuals (4,100).

By the time of the interview, 2.5 to 4 years after discharge, nearly 33 percent of the youth were still living with their extended family, and 5 percent more had sought out this living arrangement (38% in total). The majority of 18-24 year olds in the general population (52.3%) live with their parents or in a dormitory situation.[6] Table 4-3 compares the living arrangements of foster youth at the time of interview with the general population. The categories are based on Census categories. Study categories have been collapsed into these Census definitions as follows:

| Study Definitions | | Census Definitions |
|---|---|---|
| Extended Family, Foster Family | = | Child of householder[7] |
| Self and Children, Self, Others and Children | = | Family householder or spouse[8] |
| Self | = | Nonfamily householder[9] |
| Unrelated Individuals | = | Other[10] |

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[5] This category includes various combinations of birth parents, step parents, adoptive parents, grandparents, siblings, aunts, uncles and cousins that youth reported living with upon discharge from foster care.

[6] U.S. Department of Commerce, Bureau of the Census, Series P-20, Marital Status and Living Arrangements, nos. 410, 433, and 445.

[7] Child of householder includes unmarried college students living in dormitories.

[8] A householder is defined as a person (or one of the persons) in whose name the housing unit is owned or rented.

[9] A nonfamily householder is an unmarried person maintaining a household while living alone or with unrelated others.

[10] Other includes roomers, boarders, and nonrelatives sharing a household but not classified as the householder

Table 4-3. Comparison of the living arrangements of foster youth at time of interview with the general population of 18-24 year olds

| Type of living arrangement | Percentage of youth<br>Foster care population | <br>General population |
|---|---|---|
| Child of householder | 38 | 53 |
| Family householder or spouse | 31 | 23 |
| Nonfamily householder | 5 | 9 |
| Other | 25 | 15 |
| Total % | 100 | 100 |
| Total N | 34,600 | 25,629,000 |

As expected, the data indicate that foster youth were not as likely to live with extended family members as the general population (38% and 53%, respectively).

In addition to those with whom youth lived after discharge, three other housing issues were examined: (1) whether youth were ever without a place to live since discharge, (2) youths' mobility, and (3) satisfaction with their current living arrangement.

**Homelessness.** Approximately 25 percent (8,500 youth) had spent at least 1 night without a place to live. Experiencing a homeless episode is an outcome measure that addresses stability as well as the resources available when in a crisis. Forty-five percent of the youth who experienced a homeless episode were able to stay with friends. However, 19 percent reported spending the night in a public shelter and 36 percent lived on the street or in a car. The majority of the youth who had experienced at least one night without a place to live had to rely on public resources or the street for their shelter, suggesting that homelessness for the majority of the youth (55%) was a result of lack of personal resources in a time of crisis.

**Stability and Satisfaction**. The stability of this population is defined by the number of different places youth lived since discharge. As is presented in Table 4-4, 10,900 youth (almost one-third) had lived in 5 or more different places since discharge. Table 4-4 also shows the number of different living arrangements youth experienced while they were in foster care until discharge. The absence of stability for many youth who experienced a number of changes while in care appears to have continued after discharge. Thirty-seven percent of the youth had 5 or more living arrangements while in care as well as since discharge.

Table 4-4. Percentage distribution of number of living arrangements prior to discharge by number since discharge

| Number of living arrangements before discharge | Number of living arrangements since discharge | | | | |
|---|---|---|---|---|---|
| | 1 (11%) (percent) | 2 (20%) (percent) | 3 (24%) (percent) | 4 (13%) (percent) | 5+ (32%) (percent) |
| 1 | 28 | 17 | 23 | 14 | 17 |
| 2 | 24 | 32 | 18 | 24 | 19 |
| 3 | 25 | 22 | 28 | 24 | 15 |
| 4 | 9 | 7 | 8 | 3 | 12 |
| 5+ | 14 | 22 | 23 | 35 | 37 |
| Total percent | 100 | 100 | 100 | 100 | 100 |
| N[a,b] | 3,700 | 6,800 | 8,300 | 4,400 | 10,900 |

[a] All weighted totals rounded to the nearest 100

[b] 500 cases missing

The majority of youth (57%, 19,700) were not satisfied with their current living arrangement and indicated they would like to move. The most common reasons for dissatisfaction were problems with housemates and living conditions.

### 4.3.2 Educational Status

The educational status of discharged foster care youth more closely resembles that of youth living below the poverty level than it does the general population (Figure 4-3). Approximately 78 percent of the 18-24 general population have completed high school compared to 54 percent of the discharged foster care population and 53 percent of those living below the poverty level.[11]

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[11] Current Population Reports, Series P-20, Educational Attainment in the United States, and CPS, March, 1990.

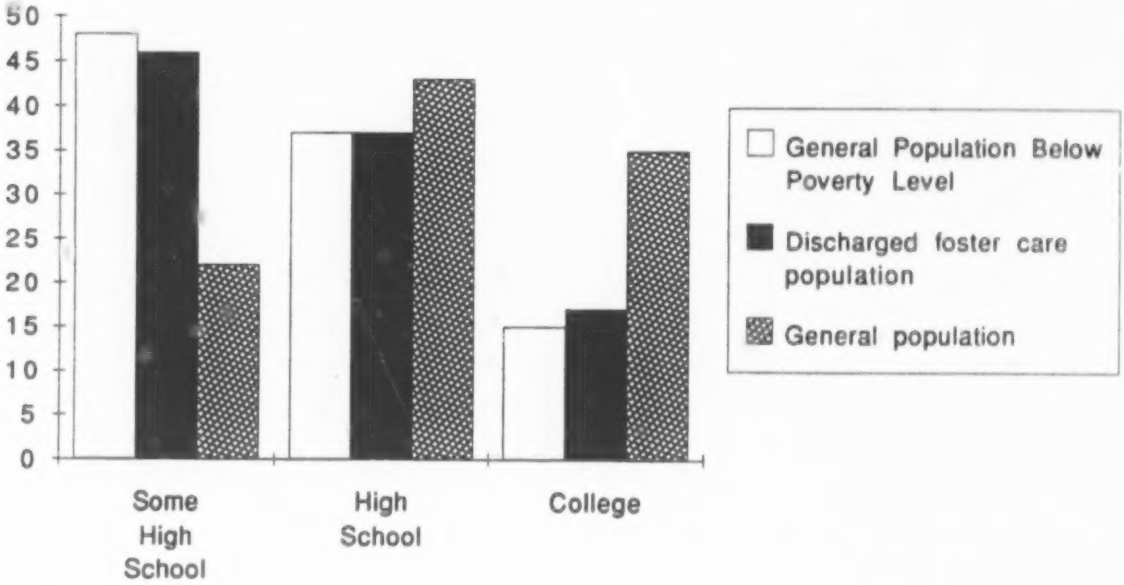

Figure 4-3. Percentage of poverty population, discharged foster care population and general population by amount of schooling completed

No difference was found in the high school completion rate of young men and young women (53% and 55%, respectively). Blacks and Whites were far more likely to complete high school than Hispanic youth (55%, 56% and 42%, respectively).

Approximately 30 percent (10,400) of the discharged foster care youth continued with their education after discharge. This rate was consistent for those youth who had completed only some or all of high school prior to discharge (Table 4-5). All youth who had not completed college were asked "what might prevent you from completing more schooling?" Overwhelmingly, youth indicated that lack of finances was the major deterrent (74%).

Table 4-5. Youths' educational level at time of discharge by educational level at time of interview

| Education at time of discharge | Education at time of interview | | | | | |
|---|---|---|---|---|---|---|
| | < High school (percent) | Some high school (percent) | High school/ GED (percent) | College (percent) | Total percent | N |
| < High school | 86 | 8 | 4 | 2 | 100 | 2,200 |
| Some high school | -- | 67 | 25 | 8 | 100 | 20,100 |
| High school/GED | -- | -- | 69 | 31 | 100 | 10,900 |
| College | -- | -- | -- | 100 | 100 | 1,200 |
| Total N | | | | | | 34,400 |

[a] All weighted totals rounded to the nearest 100

[b] 500 cases missing

### 4.3.3 Social Network

A major concern about discharged foster care youth is whether they have a support system once they are discharged from care. Earlier we mentioned the high number of youth who went to live with family members upon discharge, and while one cannot assume that extended family members provide a positive support system, the quality of these relationships is not known, nor is the extent to which these family members provide the kind of support that is needed.

To obtain an understanding of the type and quality of relationships existing in the youths' lives, a set of "social network" questions were administered (Exhibit 4-1). Youth were asked to identify up to five important people in their lives. They were then asked a series of questions about these relationships. Based on the answers, three scales of supportiveness were developed -- emotional support, concrete support, and the number of people with whom youth had an intense relationship. Concrete support is defined as having person(s) available upon whom the youth could rely for help (e.g., occasional transportation) and advice. The index also took into account whether help and advice went in both directions, that is, did the youth provide concrete help as well as receive it.

## Exhibit 4-1. Social network questions

### SECTION H: SOCIAL NETWORK

H-1. Now let's talk about people who are important to you.

Think back over this past month. What people have been important to you? They may have been people you saw, talked with, or wrote letters to. This includes people who made you feel good, people who made you feel bad, and others who just played a part in your life.

1. First, think of family members, including foster family members, who have been important to you in the past month. What are their first names or initials?
(LIST NAMES ON CHART)
No one ................ 1 (ASK 2)

2. How about friends or people you know from the neighborhood?
(LIST NAMES ON CHART)
No one ................ 1 (ASK 3)

3. How about people you know from school, or work, or support groups that we haven't already listed? (LIST NAMES)
No one ................ 1 (ASK 4)

4. Finally, professional people such as teachers or mentors, counselors or caseworkers, or clergymen? (LIST NAMES. THEN GO TO A)
No one ................ 1 (A)

A. I will read your list to you (READ LIST). Is there any name you want to add?
(ADD TO LIST)
No ........................ 1

| | | |
|---|---|---|
| MORE THAN 5 PEOPLE WERE LISTED ........................ | 1 | (B & C) |
| 5 OR FEWER PEOPLE WERE LISTED ........................ | 2 | (C) |

B. Of the (NUMBER) names you have given me, who are the five that are most important to you?
PLACE AN ASTERISK (*) IN PERSON COLUMN NEXT TO 5 MOST IMPORTANT, AND CROSS OUT ALL OTHERS

C. ENTER THE APPROPRIATE CODE FOR EACH PERSON, UNDER AREA OF LIFE.

Now I'm going to ask you a few questions about these people.

ASK 5-12 ABOUT EACH PERSON AND ENTER CODE NUMBERS FROM TOP OF COLUMN

5. Who would be available to help you out, for example, would give you a ride if you needed one, or would help you with a big chore? Can you rely on (NAME) for this kind of help . . .
hardly ever,
sometimes, or
almost always?

6. Who would be available to give you emotional support, for example, would comfort you if you were upset, or talk to you about your feelings? Can you rely on (NAME) for this kind of support . . .
hardly ever,
sometimes, or
almost always?

7. Whom do you rely on for advice? For example, who would tell you how to do something, or help you make a big decision? Would you rely on (NAME) for advice . . .
hardly ever,
sometimes, or
almost always?

8. Who do you feel is critical of you, that is, makes you feel bad? Is (NAME) critical of you . . .
hardly ever,
sometimes, or
almost always?

9. Now think about where help goes both ways. Do you usually . . .
help (NAME),
does (NAME) help you, or
do you help each other?

10. Now think about how close you are to those people. Is (NAME) . . .
not very close to you,
somewhat close, or
very close to you?

11. Do you usually see (NAME) . . .
daily,
weekly,
monthly,
a few times a year, or
not at all?

12. How long have you known (NAME) . . .
less than a year,
from 1-5 years, or
more than 5 years?

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Emotional support is defined as "having people to talk to about feelings." The index took into account the youths' closeness to the individual and whether or not the individual was critical of the youth. In order for persons to be classified as having an intense relationship with the youth, s/he had to be considered "very close" and have had contact at least weekly.

The results of the concrete and emotional support network scales are presented in Table 4-6. A score was calculated for each person in his or her network, and an average score across the network was calculated. Each of the tables below represents the percentage of youth with average scores ranging from 0-3, with 0 representing no one to provide concrete or emotional support, and 3 representing a strong support network. Sixty percent of the youth reported having a strong concrete network and 57 percent of the youth reported a strong emotional support network. The people included in these networks were spouse, boyfriend or girlfriend, friend, and family members.

Table 4-6. Concrete and emotional support scales

| Scale score | Concrete support (percent) | Emotional support (percent) |
|---|---|---|
| 0 (No one) | 1 | 3 |
| 1 | 5 | 10 |
| 2 | 34 | 30 |
| 3 (Strong support network) | 60 | 57 |
| Total percent | 100 | 100 |
| Total N | 33,500 | 33,500 |

With respect to youth identifying people in their lives who provided strong, close relationships, 14 percent of the youth indicated that they had no such individual. Table 4-7 identifies the percentage distribution of youth for up to five such relationships.

Table 4-7. Percentage of youth who identified zero to five close people in their lives

| Number of people | Percentage |
|---|---|
| No one | 14 |
| One person | 22 |
| Two people | 23 |
| Three people | 18 |
| Four people | 14 |
| Five people | 8 |
| Total percent | 100 |
| Total | 33,500 |

As shown by these findings, the majority of youth had people in their lives who they felt provided concrete as well as emotional support. There were, however, those who exhibited the most extreme cases of isolation. For example, when one young woman who had four children of her own was asked who were the two people that had made a difference in her life, she stated that the first was her foster mother who had died, and the second was the interviewer because she had come to visit her. There are those youth who do not have anyone to rely on or relate to once they have been discharged.

Youth were also asked to identify the two people who made the most difference in their lives. The percentage of youth identifying various categories of people is presented in Table 4-8.

Youth overwhelmingly identified friends as the most important people. However, nearly one quarter of the youth identified their foster or birth parents.

**Marital Status**. Twenty-nine (29) percent of the youth had been married, and 18 percent were married at the time of the interview. An additional 10 percent of the youth indicated they were living as married. There was relatively little difference in the marital status of discharged foster care youth, 18-25 year olds living in the population at large (30%), and those living below the poverty level (30%).[12]

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[12] U.S. Department of Commerce, Bureau of the Census, Statistical Abstract, 1988.

Table 4-8. Percentage of most important people in youths' lives

| Relationship | Percentage* |
|---|---|
| Friend | 45 |
| Birth/adoptive parents | 24 |
| Foster parents | 23 |
| Other relative | 20 |
| Significant other | 20 |
| Counselor/social worker | 18 |
| Siblings | 17 |
| Child | 8 |
| Other | 5 |
| Teacher | 5 |
| Employer | 2 |

*Total is greater than 100 as youth could identify up to 2 people.

### 4.3.4 Given Birth to or Fathered a Child

Sixty percent of the young women had given birth to a child and 24 percent of the young men admitted to having fathered a child. When comparing the birth rate of respondents to those young women below the poverty level, there is virtually no difference. There is a dramatic difference in the number of young women who have had children when comparing discharged foster care youth to the general population. Figure 4-4 presents a comparison of the number of children born to young women discharged from foster care compared to the general population. Sixty percent of the discharged foster care young women as compared to 24 percent of the general population and 60 percent of young women below poverty level had given birth to a child.[13],[14]

The high percentage of young women giving birth to a child necessitates further exploration. First, are there any differences in the demographic and case history characteristics of the young women who birthed a child and those who did not? Second, what is the impact of having birthed a child on other outcomes?

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[13] U.S. Department of Health and Human Services, National Center for Health Statistics, Monthly Vital Statistics Report, 1988.

[14] CPS, March 1990.

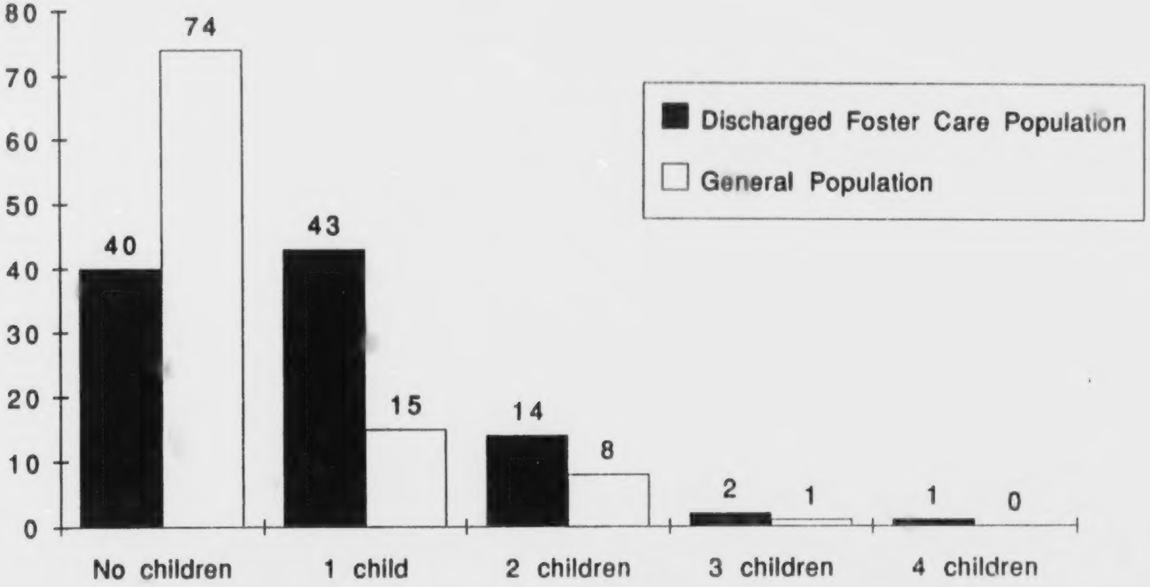

Figure 4-4. Percentage of women 18-24 with no children, one child, two children, three children and four children in the discharged foster care population and the general population

Table 4-9 delineates several demographic and case history characteristics of young women who had birthed a child as compared to those who did not birth a child. The two groups exhibited differences on a number of variables.

Those young girls who entered care between the ages of 13-15 were more likely to have birthed a child (69%) as compared to those girls who entered care younger or older (53% and 51% respectively). Girls with emotional problems or other handicapping conditions were less likely to have birthed a child. However, young women with drug problems were more likely to have birthed a child than those who did not have a drug problem (75% with a drug problem as compared to 58% without a drug problem). Also, those young women who experienced less stability were more likely to have birthed a child. Of those who had more than one placement into foster care, 71 percent had birthed a child as compared to 58 percent of those who had only one placement. Also, a higher percentage of the young women who had five or more living arrangements (74%) as compared to those who had 1-4 arrangements while in care were more likely to have children (49, 54, 64 and 49% respectively).

Young girls whose parental rights had been terminated were less likely to have birthed a child than young women whose parental rights had not been terminated (46 and 62% respectively). This may be another indicator of stability.

Finally, as one would expect, of those young women pregnant prior to discharge, 76 percent birthed a child by the time of the interview as compared to 53 percent of those who had not been pregnant prior to discharge.

Overall, those young women who birthed a child had poorer outcomes than young women who had not birthed a child (Table 4-10). If young women had birthed a child, they were less likely

- To complete high school (47 and 67%, respectively);
- To complete further schooling after discharge (21 and 50%, respectively);
- To have been employed at the time of the interview (34 and 55%, respectively);

Table 4-9. Demographic and case history characteristics of those young women who birthed a child as compared to those who did not birth a child

| | Young women who birthed a child (%) | Young women who did not birth a child (%) | Total % | N* |
|---|---|---|---|---|
| Race | | | | |
| White | 58 | 42 | 100 | 12,700 |
| Black | 65 | 35 | | 4,500 |
| Hispanic | 62 | 38 | 100 | 1,200 |
| Other | ** | ** | ** | ** |
| High School Completion at Discharge | | | | |
| Yes | 51 | 49 | 100 | 10,800 |
| No | 70 | 30 | 100 | 8,800 |
| Emotional Disturbance | | | | |
| Yes | 55 | 45 | 100 | 5,700 |
| No | 62 | 38 | 100 | 13,900 |
| Handicapped | | | | |
| Yes | 44 | 56 | 100 | 2,700 |
| No | 63 | 37 | 100 | 16,900 |
| Age Entered Care | | | | |
| 0-12 | 53 | 47 | 100 | 6,300 |
| 13-15 | 69 | 31 | 100 | 9,200 |
| 16+ | 51 | 49 | 100 | 4,100 |
| Number of Living Arrangements | | | | |
| 1 | 49 | 51 | 100 | 4,100 |
| 2 | 54 | 46 | 100 | 4,500 |
| 3 | 64 | 36 | 100 | 4,100 |
| 4 | 49 | 51 | 100 | 2,800 |
| 5 | 74 | 26 | 100 | 5,500 |

Table 4-9. Demographic and case history characteristics of those young women who birthed a child as compared to those who did not birth a child (Continued)

| | Young women who birthed a child (%) | Young women who did not birth a child (%) | Total % | N* |
|---|---|---|---|---|
| Recidivism | | | | |
| Yes | 71 | 29 | 100 | 3,100 |
| No | 58 | 42 | 100 | 16,500 |
| Visitation by Parents | | | | |
| Yes | 63 | 37 | 100 | 13,700 |
| No | 53 | 47 | 100 | 5,900 |
| Termination of Parental Rights | | | | |
| Yes | 46 | 54 | 100 | 1,800 |
| No | 62 | 38 | 100 | 17,800 |
| Drug Problem Prior to Discharge | | | | |
| Yes | 75 | 25 | 100 | 2,400 |
| No | 58 | 42 | 100 | 17,200 |
| Health Problem Prior to Discharge | | | | |
| Yes | 60 | 40 | 100 | 2,200 |
| No | 60 | 40 | 100 | 17,400 |
| Pregnant Prior to Discharge | | | | |
| Yes | 76 | 24 | 100 | 5,700 |
| No | 53 | 47 | 100 | 13,900 |
| Months Since Discharge | | | | |
| <36 months | 60 | 40 | 100 | 9,000 |
| 36+ months | 61 | 39 | 100 | 10,600 |
| Age Left | | | | |
| 16 | 53 | 47 | 100 | 4,900 |
| 17 | 66 | 34 | 100 | 5,100 |
| 18 | 65 | 35 | 100 | 7,400 |
| 19+ | 54 | 46 | 100 | 2,200 |

*Weighted N's are rounded to nearest 100

**N too small to estimate

Table 4-10. Outcomes for young women who birthed a child vs those who did not birth a child

| | Young women who birthed a child (%) | Young women who did not birth a child (%) |
|---|---|---|
| High School Completion at Time of Interview | | |
| Yes | 47 | 67 |
| No | 53 | 33 |
| Total % | 100 | 100 |
| Change in Amount of Schooling Completed | | |
| Yes | 21 | 50 |
| No | 79 | 50 |
| Total % | 100 | 100 |
| Employed at Time of Interview | | |
| Yes | 34 | 55 |
| No | 66 | 45 |
| Total % | 100 | 100 |
| Never Employed | | |
| Yes | 12 | 10 |
| No | 88 | 90 |
| Total % | 100 | 100 |
| Length of Time Maintained Job | | |
| < 1 year | 77 | 66 |
| ≥ 1 year | 23 | 33 |
| Total % | 100 | 100 |
| Cost to the Community | | |
| Yes | 61 | 22 |
| No | 39 | 78 |
| Total % | 100 | 100 |
| Able to Access Health Care | | |
| Yes | 67 | 70 |
| No/Not needed | 33 | 30 |
| Total % | 100 | 100 |
| Overall Happiness | | |
| Yes | 48 | 43 |
| No | 52 | 57 |
| Total % | 100 | 100 |
| Presently Married or Living as Married | | |
| Yes | 46 | 32 |
| No | 54 | 68 |
| Total % | 100 | 100 |
| TOTAL N | 11,800 | 7,800 |

- To have maintained a job for at least 1 year (23 and 33%, respectively);

and

- More likely to be a cost to the community (61 and 22%, respectively).

No difference was found with respect to never being employed, overall happiness, or the ability to access health care.

### 4.3.5 Health

**Health Status.** A reliable indicator of health is a person's self rating of health status. When asked about their health status, 85 percent of the youth indicated it was good to excellent. The remaining 15 percent felt their health was poor. Females were more likely to indicate poor health than males (19% as compared to 11%).

**Ability to Obtain Health Care.** When youth were asked if they had always been able to get health care when needed since discharge, 65 percent of the youth said "yes" and 30 percent (12,100) said "no." The remaining five percent indicated they had not needed medical care since discharge. Of those unable to obtain health care, the main reasons reported were lack of money and health insurance.

**Drug and Alcohol Abuse.** One final health issue that was examined was the discharged foster care youths' use of drugs and alcohol as compared to that of the general population. When asked about their drug use in the last 30 days with respect to stimulants, tranquilizers, sedatives, cocaine and marijuana, foster care youth did not differ markedly from the general population (Figure 4-5). The number of foster care youth who reported ever using illegal drugs was 50 percent. Fifty-one percent of high school seniors (1989) reported ever taking illegal drugs. However, discharged foster care youths' consumption of alcohol was considerably less than that of the general population (42% and 62%, respectively).[15] Drug and alcohol abuse findings are based on self reporting and may therefore be subject to underreporting.

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[15] U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study and High School and Beyond Surveys.

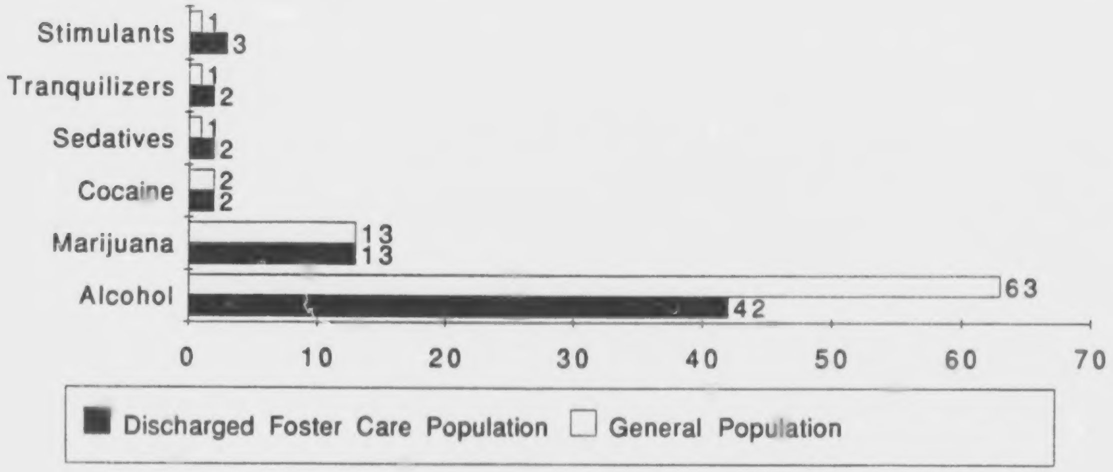

Figure 4-5. Comparison of drug usage by discharged foster care population and general population

### 4.3.6 Legal Problems

Twenty-five percent of the youth reported having had problems with the law since discharge. Of those, approximately one-half (51%) reported that the problem involved drugs or alcohol. Approximately 1,700 youth had been arrested and formal charges had been filed against 79 percent. At the time of interview, four percent of the youth were incarcerated.

In 1988, there were a reported 117 arrests per 1,000 persons for the 18-24 year old general population. These data do not indicate the proportion of persons who have been arrested, since some individuals have been arrested more than once. However, the data suggest that there is not much difference in the rate of foster care youth who have been arrested and the arrest rate for the general population.

### 4.3.7 Basic Resources

To indicate whether youth had acquired some basic resources for future self-sufficiency they were asked if they had such items as a driver's license, a car, car insurance, credit cards, a checking account, or a savings account. As shown in Table 4-11, the majority of youth had not acquired any of these items.

Table 4-11. Percentage of youth who had acquired a driver's license, a car, car insurance, credit cards, a checking account or a savings account

| Basic resources | Percentage of youth | | N |
|---|---|---|---|
| | Yes | No | |
| Driver's License | 48 | 52 | 34,500 |
| Car | 32 | 68 | 34,400 |
| Car Insurance | 65 | 35 | 11,000[16] |
| Credit Cards | 16 | 84 | 34,500 |
| Checking Account | 28 | 72 | 34,500 |
| Savings Account | 34 | 65 | 34,500 |

### 4.3.8 Values

The Survey of High School and Beyond[17] followed up high school seniors 4 years after graduation. Life values were among the information obtained. The same value questions were administered to the discharged foster care population. Table 4-12 presents the comparison by gender.

The general population and foster care youth share many of the same values. However, it appears that the problems foster care youth have experienced have shaped some of their aspirations differently. It was far more important to discharged foster care youth than the general population to correct the inequalities of the world, provide better opportunities for their children, live close to parents and relatives, move from the area, be a community leader, and have lots of money.

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[16] Only youth who had a car were asked if they had car insurance -- 65 percent of the youth with cars had car insurance.

[17] U.S. Department of Education, National Center for Education Statistics, National Longitudinal Study and High School and Beyond Surveys.

It appears that discharged youth wanted to change those areas of life that had been negative for them (better opportunities for their children and living closer to parents or relatives). In addition, they identified areas which would give them a sense of power (e.g., correct inequities, be a community leader, and have lots of money).

Table 4-12. Percentage of high school seniors four years after graduation compared to discharged foster youth who felt that certain life values were "very important," by gender

| Values | Percentage of discharged foster youth Male | Percentage of discharged foster youth Female | Percentage of high school seniors 4 years later (1986) Male | Percentage of high school seniors 4 years later (1986) Female |
|---|---|---|---|---|
| Being successful in work | 79% | 81% | 84% | 77% |
| Having steady work | 83 | 85 | 84 | 76 |
| Having lots of money | 38 | 28 | 28 | 17 |
| Being a community leader | 34 | 20 | 10 | 5 |
| Correcting inequalities | 53 | 59 | 11 | 11 |
| Having children | 44 | 57 | 41 | 56 |
| Having a happy family life | 85 | 94 | 87 | 88 |
| Providing better opp. for children | 92 | 68 | 68 | 67 |
| Living closer to parents or relatives | 34 | 31 | 13 | 20 |
| Moving from area | 30 | 17 | 9 | 7 |
| Having strong friendships | 73 | 70 | 77 | 75 |
| Having leisure time | 63 | 54 | 70 | 69 |

### 4.3.9 Overall Sense of Well Being and Problems Since Discharge

Youth were asked about their general satisfaction with life. Approximately 40 percent indicated they were very happy. They were also asked to identify the most difficult problem they have experienced since discharge. Their responses have been grouped into eight categories (Figure 4-6). The most prevalent problem cited was money (29%), and specific concerns ranged

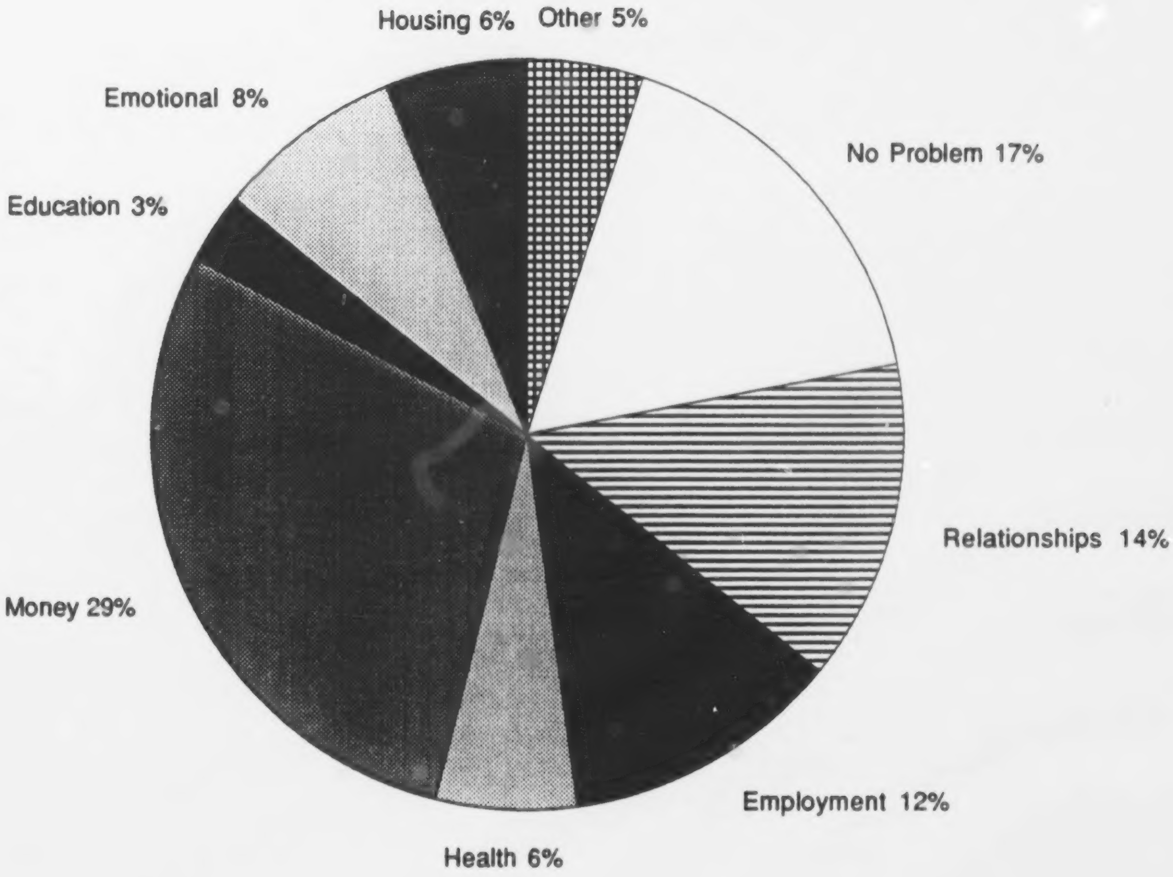

Figure 4-6. Percentage distribution of youths' identified problems since discharge

from being unable to budget their income to not having any income. Each of the other problem categories is summarized as follows:

- **No Problems**: Youth reported not having any major problems since discharge.
- **Relationship Problems**: These problems ranged from youth feeling isolated and lonely to not being able to get along with family members and friends.
- **Employment Problems**: These ranged from being unable to obtain a job to being unable to maintain work.
- **Health Problems**: This category comprised responses indicating an inability to obtain medical care or insurance. One youth indicated she was unable to have her braces removed since discharge because she had no way to pay the bill.
- **Education Problems**: These problems encompassed general lack of education to inability to pursue further education.
- **Emotional Problems**: These generally consisted of youth indicating feeling depressed. This category also includes those youths who reported having a drug or alcohol problem.
- **Housing Problems**: These included unsatisfactory living conditions and not having a place to live.
- The **Other Category** comprises responses such as trouble making decisions, listening to authority, or getting in trouble with the law.

## 4.4 Summary

These findings identify a number of service delivery areas which need to be targeted in order to improve outcomes for foster care youth. In developing service interventions, one cannot dismiss the general impression these youth left on all who interviewed them. The youth were open, provided constructive input about the foster care system, and most important, conveyed a sense of hopefulness about their future. Many of the youth have persevered despite many obstacles and disappointments and deserve the opportunity to be given the tools necessary to lead productive and fulfilling lives. The next chapter discusses program and policy implications to help achieve this goal.

# 5. CONCLUSIONS

This chapter summarizes the principal findings regarding the outcomes for discharged older foster care youth and the impact of independent living services on these outcomes. The implications of these findings for future program and policy initiatives are also presented. Policy and program implications are based on an integration of the quantitative and qualitative findings collected in both Phase 1 and Phase 2 of the study.

## 5.1 Study Findings

Evaluating the impact of independent living services on outcomes for youth discharged from care has provided an opportunity to assess the ability of youth to become self-sufficient, both with and without the aid of independent living services. The ability to achieve self-sufficiency was measured near term -- that is, the ability to be self-supporting in the period some 2.5 - 4 years after discharge -- and also long term. Long-term indicators of self-sufficiency include those outcomes that are likely to affect the future ability of youth to support themselves and lead productive lives. Distinguishing between near-term and long-term self-sufficiency was considered necessary because the expectations for 18-24 year old youth are such that being self-sufficient at that age is already difficult without the handicap of having been in care as a teenager; it seems unreasonable to have even higher expectations for the study population than for the population at large.

### 5.1.1 Status of Discharged Foster Care Youth

Discharged youth need services to help improve post discharge outcomes. In general, the status of discharged foster care youth 2.5 to 4 years is only adequate at best. At the time of the interview, 2.5-4 years after discharge from foster care

- Fifty-four percent (54%) had completed high school;
- Forty-nine percent (49%) were employed at time of interview;
- Thirty-eight percent (38%) had maintained a job at least one year;

- Forty percent (40%) were a cost to the community at the time of the interview;
- Sixty (60%) of young women had birthed a child;
- Twenty-five percent (25%) had experienced at least one night-homeless;
- The median weekly salary was $205;
- Thirty percent (30%) of the youth who needed health care had problems obtaining it; and
- The majority had a support network.

With respect to education, early parenthood, and the use of public assistance, discharged foster care youth more closely resembled those 18-24 year olds living below the poverty level than they did the general 18-24 population.

- The general 18-24 year old population has a high school completion rate of 78 percent, compared to 54 percent for the study population and 53 percent for youth living below the poverty level.
- Sixty percent of the young women in the study population and 60 percent of the young women living below poverty had given birth to at least one child, compared to 24 percent of the young women in the general population.
- Thirty percent of the study population and 24 percent of the population living below poverty were public assistance recipients, compared to 5 percent of the general population.

It is common belief that youth discharged from foster care do not have a functioning support network once they are discharged from care; contrary to such belief, the majority of them were able to identify a positive concrete and emotional support network. Approximately 86 percent of the youth (28,800) reported having at least one person in their lives who provided a strong, close relationship. In addition, 60 percent of the youth reported having a strong "concrete network" and 57 percent reported having a strong emotional support network. These networks include people whom the youth could rely upon for help, advice, and closeness. In addition, 54 percent of the youth went to live with extended family members upon discharge, and another 10 percent remained with their foster parents.

As indicated by the results, only half the study respondents were employed at the time of the interview, and even those who were working were not necessarily self supporting: 32

percent of the youth who reported that they were working indicated that they were also dependent upon others for economic support. A small percentage of youth responded that their former foster parents provided economic support to them after discharge (8%). Almost one-quarter reported that birth parents provided economic support after discharge (21%).

Over the 2.5 to 4 years following discharge, many respondents had experienced a great deal of disruption in their housing situations. Approximately one-third of the youth had lived in 5 or more different places, and an estimated 25 percent had experienced at least 1 night without a place to sleep. It hardly needs to be stated that disruption in housing is merely an indicator of the larger problem of an overall lack of stability.

### 5.1.2 The Impact Of Receiving Independent Living Services

In view of these results, the question becomes how can foster care experiences generally improve outcomes for the future, and in particular, does the receipt of independent living services produce any positive effects?

Based on the analyses presented it is possible to state that study youth who received independent living skills training exhibited better outcomes with respect to the eight outcomes that were assessed then did youth who had not received this training. These eight outcomes included ability to maintain a job for at least 1 year, ability to access health care, not being a cost to the community, completing high school, having a social network, overall satisfaction with life, and a composite outcome measure.[1] However, the impact of services on outcomes depends upon how services are measured.

When measuring the impact on outcomes by comparing youth who had received no skills training vs. those who had received any type of skills training, no significant relationship was found between skills training and outcomes. However, when skills training was measured in terms of the effect of each of 12 separate skill areas[2]. on specific outcomes, several different areas of service delivery did produce positive effects on related outcomes. The operative term here is "related," in that the receipt of health skills training showed effects on obtaining health care, and the receipt of employment skills training resulted in being less of a cost to the community. In addition, skill areas had an impact on other outcomes, but no consistency was found in any one area's effect.

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[1] The composite measure was the summed score of each of the seven individual outcomes.

[2] Budgeting, consumer skills, credit, health care, family planning, socialization, home management, employment, education, housing, legal services, and use of community resources.

Instead, more comprehensive effects were achieved when a group of five skill areas were measured. These five areas were money managing skills (which comprise budgeting, credit and consumer skills), education, and employment skills, which in combination produced positive effects in the overall ability to maintain a job, obtain health care, not be a cost to the community, overall satisfaction with life, and in the composite measure of self-sufficiency. In addition, the likelihood of achieving better outcomes when receiving training in one, two, three, four or all five of these skill areas was better than not receiving training in these areas. As the number of different areas in which skills provided increased, the positive impact on outcomes also increased. For example, a White female youth who received none of these services had only a 22 percent chance of maintaining a job for at least 1 year, whereas a youth with the same characteristics who received skills training in all of these areas had a 95 percent chance of maintaining a job.[3]

Although skills training in these five areas were related to better outcomes, fewer youth reported receiving training in these areas than in many of the other skill areas (budgeting (55%); credit (15%); consumer (16%); employment (45%); and education (30%). This is particularly true when comparing these areas to the teaching of home management skills (66%) and socialization skills (70%).

Random increases in the number of skills taught did not in themselves lead to a greater likelihood of achieving better results for specific outcomes. For example, adding skills training in socialization, home-management, obtaining community resources, locating housing or family planning did not significantly increase the probability of being able to maintain a job for 1 year. In fact, the skills training measure which included these skills was not significantly related to stable employment or not being a cost to the community. For the best results, services needed to be targeted toward the outcomes which they were intended to improve, and they needed to be provided in combination. Furthermore, whether skills were taught formally, informally, or in combination was of no significance. What was significant was that the teaching of multiple skills produced cumulative effects, and, not surprisingly, they appear to be highly interrelated.

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[3] The characteristics of the particular youth referred to in this example include: white, female, no high school diploma at discharge, never employed while in care, no emotional or physical handicaps, no drug or chronic health problems, entered care at age 13, remained in care 42 months, had three different living arrangements during foster care, no recidivism, entered foster care due to problems with family dynamics, training was both formal and informal, and was out of care for 3 years. The magnitude of the probabilities changes as the characteristics of an individual youth change. However, the significance and direction of the relationship are not altered.

Finally, a number of other, independent variables were found to be negatively related to outcomes.

Youth with emotional problems, drug problems, chronic health problems, and physical and mental handicaps were, on the whole, less likely to have positive outcomes. However, no systematic denial of independent living services to these youth was found. In fact, physically and mentally handicapped youth, as well as those with drug problems, were actually more likely to receive services.

Instability during foster care was also related to poorer outcomes. Not surprisingly, those youth who experienced more living arrangements while in care and more placements into care were less likely to have positive outcomes. For example, these youth were more likely to have parented a child; were more likely to be a cost to the community; and, were less likely to show positive effects in the composite outcome.

Those youth who left care with a high school diploma, however, had significantly better outcomes with regard to stable employment, not being a cost to the community, and the composite outcome.

## 5.2 Program and Policy Implications

These findings suggest a number of implications for service delivery and future policy. Five of the most important findings with related policy and program implications are described below. The program and policy implications are separated into Federal and State responsibilities.

**FINDING 1: The type of skills encouraged by P.L. 99-272 were positively related to outcomes, particularly when the skill areas of credit, consumer, money, education and employment were provided in combination**

Until the passage of P.L. 99-272, only minimal attention was paid to the systematic provision of services to adolescents. In particular, how much emphasis to place on the provision of skills and resources that youth would need to function as self-sufficient adults was often left to the discretion of individual caseworkers or other service providers. The funding that has resulted from the law has provided States the opportunity to address these service deficits. Overall, there has been a tremendous amount of activity to develop and implement services, but a systematic and comprehensive approach to providing services is still the exception rather than the rule.

A number of youth do receive independent living services by attending life skills training for a designated period of time (usually 8 to 10 weeks) and these classes include training in a wide variety of skills. While the classes include education and employment training, the focus tends to be on budgeting, housekeeping, and other daily living activities. In fact, youth reported that the greatest amount of skill training they received were in the areas of home management and socialization. Some programs have been developed specifically to address the educational and employment needs of youth, but they are not being provided as commonly as basic skills training classes. Also, service provision is often delivered as a package with little attention to the specific needs of youth or the outcomes that the services are intended to target.

The findings from this study indicate that this is not the most effective approach for service delivery. Services work best when a set of particular services are targeted to meet specific goals. The provision of any services, or even a number of services that are not targeted toward specific outcomes, was not shown to be effective in providing the desired results.

These findings suggest the following policy implications at the Federal and State level.

**Federal**

1. Continuation of the Federal Independent Living Initiative Legislation.
2. Enforce the provision of P.L. 99-272 that requires that specific case plans be developed for youth 16 and older to aid in their transition out of foster care through the 427 review process.

3. Require that youths' case plans address at a minimum the acquisition of skills in the five core areas, money, credit, consumer, employment and education.

**State**

1. Prioritize formal skills training to include education, employment, consumer, credit and budgeting skills.

2. Institute training for the foster parent role in teaching life skills into the pre-service and in-service foster parent training. The teaching of life skills can be accomplished informally through every day living arrangements, while skills such as employment and educational training need to take place in more formal settings. While this appears to be stating the obvious, the point needs to be made, since child welfare agencies have frequently attempted to make up through formal training for what they correctly perceive as a missing element in the youths foster home or group home environment. Since the findings showed that the most likely precursors to self sufficiency was the completion of high school and training in employment, education and money management skills, it would be a waste of resources to provide formal training in basic living skills (e.g., home management) when completion of high school is likely to provide the greater payoff. This is not to deny the importance of basic living skills, but these should be provided through the youths living arrangement; caretakers should be trained and encouraged to incorporate the teaching of these skills into everyday living situations.

3. Regard caretakers as members of the social service team. A number of youth reported receiving training informally from their caretakers. This finding reinforces the initial role that caretakers play in aiding youths' transition from foster care. Their talents, ideas, and personal resources augment the success of informal life skills instruction. They should be encouraged to allow youth to make their own decisions, prepare family meals, and generally learn to take responsibility for their own welfare.

4. Formalize written assessments of the strengths and weaknesses of individual youth which include youth as an integral part of this process so that they become involved in the decisions about the services they receive. Moreover, by formalizing assessments and inviting youth to participate in these assessments, specific goals can be identified and services tailored to meet youths' needs. This decision making can be emphasized by implementing case review conferences with all youth in care at age 16 to discuss independent living issues. Involving youth in this process is itself an important means of moving then towards self-sufficiency.

**FINDING 2: High school completion at discharge led to better outcomes, regardless of whether or not youth received Independent Living skills training**

**Federal**

1. Develop policies which promote keeping these youth in care until they are 21 years old to give them more opportunity to complete high school and training plans. Currently Federal payments do not extend to the care of children until the age of 21. Although many States have the option of keeping youth in care until they are 21, these policies have many contingencies. Also, because Federal funding is no longer available for these youth, the impetus at the State level to encourage keeping youth in care past their eighteenth birthday is often negligible. Keeping youth, who do not have family to whom to return for care, until age 21 is particularly important in light of the finding that youth who stayed in care past their 18th birthday were more likely to complete high school and the completion of high school leads to significantly better overall outcomes.

2. Enforce compliance with the Federal regulations which require education plans be included in case records.

3. Encourage targeting foster youth participation in existing education programs funded through other Federal agencies.

4. Fund demonstration grants to develop model education planning procedures and programs for foster youth.

**State**

1. Every possible effort should be made to help youth complete high school. If an agency has to choose between using funds for enrolling a youth in an independent living program or providing educational tutoring that would lead to completing high school, the study results suggest the most effective choice may favor providing educational tutoring.

2. Encourage the child welfare system and the education system to work together to target those youth who need special programming, develop the programs, and monitor progress.

   A number of States require that educational plans be developed for foster care youth, and some States have developed innovative ways of implementing these plans. A key element is to incorporate team meetings with school personnel to ensure that all delivery systems are working towards the same goal. These plans also become part of the youths' casework plans, and progress toward completion of the plans is incorporated into the administrative and court reviews of youth.

   Some States have begun to develop special programs that coordinate the provision of independent living services through the schools. One method for accomplishing this has been to provide independent living services through the community college system, and give youth school credit for the courses. In one State independent living programs are provided in the local high schools as part of the high school curriculum. Providing training through the school setting does not mean providing training in a traditional classroom manner. Experiential training can be incorporated into the programming. These programs not only coordinate services for individual youth, but they begin to coordinate services across agencies.

### FINDING 3: Extended family members are involved with youth prior to and post discharge

A small percentage of youth had their parental rights terminated (11%); a large number of the youth entered care as teenagers (approximately 70%), a number of youth were visited by their parents in their last year of care (69% by mothers and 47% by fathers), and 54 percent of the youth went to live with extended family members upon discharge. These findings suggest that further exploration of the role that parents can play in helping make the transition of youth to the community is necessary. In some instances these extended family members provide both emotional and financial support to youth upon discharge.

#### State

1. Review agency practice with respect to involving family members in case planning, and service provision. The majority of the youth discharged from care entered care as teenagers and their families have been a major influence in their development. Whether this influence has been positive or negative, it exists, and at a minimum, agencies should consider encouraging parental participation whenever possible.
2. The findings also suggest that preventive family services and crisis intervention might be viable alternatives to removing teens from their homes in the first place.

### FINDING 4: Sixty percent of discharged young women and 23 percent of young men had birthed/fathered a child

The percentage of study youth who became young mothers (60%) and the extent to which this can be associated with poorer outcomes is another critical issue that must be addressed. The issue is more complicated than just providing family planning services. First, the study did not find that independent living services were significantly related to youth avoiding young parenthood.

To complicate the issue, for many of the young women having a child to care for is the most important aspect of their lives. When one youth was asked to identify what she did with her free time she indicated that the most important thing to her was caring for her 4-year old daughter and teaching her the ABC's. The young woman herself had not finished high school. For some youth it is the first time they have established a strong family tie, and while there was no evidence to suggest that former foster care children have any less desire for self sufficiency than does the general population, there is the general impression -- and it is only an impression -- that young parenthood is so satisfying to someone who has known nothing but a series of foster homes, that self-sufficiency is of lesser importance in the general scheme of things.

The issue requires careful and compassionate consideration, more study, and for now, a number of alternative service interventions.

**Federal**

1. Develop Model Licensing regulations for alternative living arrangements for foster youth such as apartment settings for mothers and babies.
2. Fund demonstration grants to develop programs and support services for foster youth with babies.
3. Further research is needed to address the implications of young parenthood; for example, the implications for health issues and a better understanding of the underlying causes of the problem, so that services can be appropriately targeted.

**State**

1. For those young girls who do have children, in the interest of the well-being of both the children and the mother, there is a need for services to help them learn how to parent so that while the welfare cycle perhaps cannot be interrupted for now, there is at least the hope that another generation of foster care children is not being raised. Also, job training courses are needed that allow the mother eventually to provide the income necessary to raise her children.
2. Many of the young women interviewed, reported that the reason they left care was that they became pregnant, and that was the only way they could keep their child. Policies and practices that inhibit maintaining young mothers with their

children in foster care need to be reviewed. Programs that provide independent living arrangements for pregnant teens and the development of foster homes that will take the young mother and her child need to be developed. Also programs that provide mentors for these young women by connecting them with other pregnant women in the community need to be explored.

**FINDING 5: Obtaining health care when needed was a problem for approximately 30 percent of the study youth. They indicated that the main barrier was lack of money or insurance.**

1. Federal and State consider providing health care for these youth by extending Medicaid benefits
2. Consider using independent living funding to help older youth pay for health insurance for up to 6 months after discharge.

As a result of the independent living initiatives more emphasis has been placed on preparing youth for self-sufficiency. The study findings indicate that services can help the process. However, foster youth like all youth need skills training in a wide spectrum of areas to move towards self-sufficiency. Thus, the concept of preparing youth to be self-sufficient is a philosophic approach to service delivery as well as a practice. It is an approach to providing care that promotes growth and self-sufficiency for all youth. Each responsible adult (foster parent, child care worker, birth parent, mentor, etc.) should be involved in the active teaching of independent living skills. Such a model for service delivery requires a reorientation of existing policies and programs in a direction that acknowledges self-sufficiency as the goal of all individuals who are working with foster care youth.

# APPENDIX A: TABLES BY RACE AND GENDER

Table A-1. Gender by currently having a job

| Gender | Currently employed | Not emp. | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 56 | 44 | 100 | 15,300 |
| Female | 43 | 57 | 100 | 19,300 |
| N[a] | 16,800 | 17,800 | | 34,600 |

[a]all weighted totals rounded to nearest 100

Table A-2. Race by currently having a job

| Race | Currently employed | Not emp. | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 52 | 48 | 100 | 20,900 |
| Hispanic | 40 | 60 | 100 | 1,500 |
| Black | 41 | 59 | 100 | 10,700 |
| Asian | 74 | 26 | 100 | 600 |
| Native American | 100 | 0 | 100 | 200 |
| Total N[a] | 16,600 | 17,300 | | 33,900[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 700

Table A-3. Gender by median salary

| Gender | Median Salary |  |  |  |
|---|---|---|---|---|
|  | > 5.00 | ≤ 5.00 | Total Percent | Total N[a] |
| Male | 33 | 67 | 100 | 15,300 |
| Female | 27 | 73 | 100 | 19,300 |
| Total N[a] | 10,200 | 24,400 |  | 34,600 |

Table A-4. Race by median salary

| Race | Median Salary |  |  |  |
|---|---|---|---|---|
|  | > 5.00 | ≤ 5.00 | Total Percent | Total N[a] |
| White, not Hispanic | 29 | 71 | 100 | 20,900 |
| Hispanic | 20 | 80 | 100 | 1,500 |
| Black | 33 | 67 | 100 | 10,700 |
| Asian | 33 | 67 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| Total N[a] | 10,000 | 23,900 |  | 33,900 |

Table A-5. Gender by cost to the community at time of interview

| Gender | Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 32 | 68 | 100 | 15,300 |
| Female | 45 | 55 | 100 | 19,300 |
| N[a] | 13,600 | 21,000 | | 34,600 |

Table A-6. Race by cost to the community at time of interview

| Race | Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 35 | 65 | 100 | 20,900 |
| Hispanic | 57 | 43 | 100 | 1,500 |
| Black | 50 | 50 | 100 | 10,700 |
| Asian | 30 | 70 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| Total N[a] | 13,600 | 20,300 | | 33,900[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 700

Table A-7. Gender by use of community services

| Gender | Type of Community Service | | | |
|---|---|---|---|---|
| | Housing | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 8 | 92 | 100 | 15,200 |
| Female | 15 | 85 | 100 | 19,300 |
| N[a] | 4,100 | 30,400 | | 34,500[b] |
| | Food Stamps | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 21 | 79 | 100 | 15,300 |
| Female | 49 | 51 | 100 | 19,300 |
| N[a] | 12,800 | 21,800 | | 34,600 |
| | General Assistance | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 18 | 82 | 100 | 15,100 |
| Female | 23 | 77 | 100 | 19,300 |
| N[a] | 7,200 | 27,200 | | 34,400[b] |
| | AFDC | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 1 | 99 | 100 | 15,300 |
| Female | 33 | 67 | 100 | 19,300 |
| N[a] | 6,600 | 28,000 | | 34,600 |
| | Family Planning | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 2 | 98 | 100 | 15,300 |
| Female | 37 | 63 | 100 | 19,300 |
| N[a] | 7,400 | 27,200 | | 34,600 |
| | Unemployment Insurance | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 8 | 92 | 100 | 15,300 |
| Female | 7 | 93 | 100 | 19,300 |
| N[a] | 2,500 | 32,100 | | 34,600 |

Table A-7. Gender by use of community services (continued)

| Gender | Type of Community Service | | | |
|---|---|---|---|---|
| | Job Placement | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 22 | 78 | 100 | 15,300 |
| Female | 24 | 76 | 100 | 19,300 |
| N[a] | 7,900 | 26,700 | | 34,600 |
| | Public Shelter | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 9 | 91 | 100 | 15,300 |
| Female | 10 | 90 | 100 | 19,300 |
| N[a] | 3,300 | 31,300 | | 34,600 |
| | Mental Health Program | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 8 | 92 | 100 | 15,300 |
| Female | 10 | 90 | 100 | 19,300 |
| N[a] | 3,200 | 31,400 | | 34,600 |
| | Alcohol Treatment | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 9 | 91 | 100 | 15,200 |
| Female | 2 | 98 | 100 | 19,300 |
| N[a] | 1,700 | 32,800 | | 34,500[b] |
| | Drug Treatment | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 10 | 90 | 100 | 15,200 |
| Female | 2 | 98 | 100 | 19,300 |
| N[a] | 1,900 | 32,600 | | 34,500[b] |
| | Food Bank | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 5 | 95 | 100 | 15,200 |
| Female | 17 | 83 | 100 | 19,300 |
| N[a] | 4,000 | 30,500 | | 34,500[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency missing ranges from 100 to 200 to account for unknowns

Table A-8. Race by use of community services

| Race | Type of Community Service | | | |
|---|---|---|---|---|
| | Housing | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 12 | 88 | 100 | 20,700 |
| Hispanic | 9 | 91 | 100 | 1,500 |
| Black | 12 | 88 | 100 | 10,700 |
| Asian | 2 | 98 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 4,000 | 29,700 | | 33,700[b] |
| | Food Stamps | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 36 | 64 | 100 | 20,800 |
| Hispanic | 37 | 63 | 100 | 1,500 |
| Black | 43 | 57 | 100 | 10,700 |
| Asian | 14 | 86 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 12,800 | 21,000 | | 33,800[b] |
| | General Assistance | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 20 | 80 | 100 | 20,800 |
| Hispanic | 20 | 80 | 100 | 1,500 |
| Black | 25 | 75 | 100 | 10,600 |
| Asian | 12 | 88 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 7,200 | 26,500 | | 33,700[b] |
| | AFDC | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 17 | 83 | 100 | 20,800 |
| Hispanic | 29 | 71 | 100 | 1,500 |
| Black | 23 | 77 | 100 | 10,700 |
| Asian | 30 | 70 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 6,600 | 27,200 | | 33,800[b] |

Table A-8. Race by use of community services (continued)

| Race | Type of Community Service | | | |
|---|---|---|---|---|
| | Family Planning | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 23 | 77 | 100 | 20,800 |
| Hispanic | 21 | 79 | 100 | 1,500 |
| Black | 18 | 82 | 100 | 10,700 |
| Asian | 26 | 74 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| N[a] | 7,300 | 26,500 | | 33,800[b] |
| | Unemployment Insurance | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 8 | 92 | 100 | 20,800 |
| Hispanic | 6 | 94 | 100 | 1,500 |
| Black | 5 | 95 | 100 | 10,700 |
| Asian | 12 | 88 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 2,400 | 31,400 | | 33,800[b] |
| | Job Placement | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 23 | 77 | 100 | 20,800 |
| Hispanic | 9 | 91 | 100 | 1,500 |
| Black | 26 | 74 | 100 | 10,700 |
| Asian | 12 | 88 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 7,800 | 26,000 | | 33,800[b] |
| | Public Shelter | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 8 | 92 | 100 | 20,800 |
| Hispanic | 8 | 92 | 100 | 1,500 |
| Black | 14 | 86 | 100 | 10,700 |
| Asian | 5 | 95 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 3,300 | 30,500 | | 33,800[b] |

Table A-8. Race by use of community services (continued)

| Race | Type of Community Service | | | |
|---|---|---|---|---|
| | Mental Health Program | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 10 | 90 | 100 | 20,800 |
| Hispanic | 7 | 93 | 100 | 1,500 |
| Black | 10 | 90 | 100 | 10,700 |
| Asian | 2 | 98 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 3,200 | 30,600 | | 33,800[b] |
| | Alcohol Treatment | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 7 | 93 | 100 | 20,800 |
| Hispanic | 1 | 99 | 100 | 1,500 |
| Black | 2 | 98 | 100 | 10,700 |
| Asian | 5 | 95 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 1,700 | 32,100 | | 33,800[b] |
| | Drug Treatment | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 4 | 96 | 100 | 20,800 |
| Hispanic | 5 | 95 | 100 | 1,500 |
| Black | 10 | 90 | 100 | 10,700 |
| Asian | 0 | 100 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 1,900 | 31,900 | | 33,800[b] |
| | Food Bank | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 14 | 86 | 100 | 20,800 |
| Hispanic | 13 | 87 | 100 | 1,500 |
| Black | 7 | 93 | 100 | 10,700 |
| Asian | 6 | 94 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 400 | 29,800 | | 33,800[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency missing ranges from 800 to 900 to account for unknowns

Table A-9. Gender by whether or not living with extended family at time of discharge

| Gender | Living with Extended Family | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 51 | 49 | 100 | 15,300 |
| Female | 57 | 43 | 100 | 19,300 |
| N[a] | 18,800 | 15,800 | | 34,600 |

[a]all weighted totals rounded to nearest 100

Table A-10. Race by whether or not living with extended family at time of discharge

| Race | Living with Extended Family | | | |
|---|---|---|---|---|
| | No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
| White, not Hispanic | 54 | 46 | 100 | 20,800 |
| Hispanic | 52 | 48 | 100 | 1,500 |
| Black | 55 | 45 | 100 | 10,700 |
| Asian | 68 | 32 | 100 | 600 |
| Native American | 8 | 92 | 100 | 200 |
| Total N[a] | 18,200 | 15,600 | | 33,800[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 800

Table A-11. Gender by number of addresses since time of discharge

| Gender | Number of Addresses | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 or more | Total Percent | Total N[a] |
| Male | 14 | 24 | 23 | 12 | 6 | 21 | 100 | 15,300 |
| Female | 8 | 17 | 26 | 13 | 11 | 25 | 100 | 19,200 |
| N[a] | 3,700 | 7,100 | 8,400 | 4,400 | 2,900 | 8,000 | | 34,500[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table A-12. Race by number of addresses since time of discharge

| Race | Number of Addresses | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 or more | Total Percent | Total N[a] |
| White, not Hispanic | 7 | 15 | 23 | 15 | 9 | 31 | 100 | 20,800 |
| Hispanic | 18 | 26 | 31 | 8 | 8 | 9 | 100 | 1,500 |
| Black | 12 | 30 | 28 | 10 | 8 | 12 | 100 | 10,700 |
| Asian | 18 | 20 | 33 | 12 | 0 | 17 | 100 | 600 |
| Native American | 0 | 8 | 0 | 0 | 23 | 69 | 100 | 200 |
| N[a] | 3,200 | 6,900 | 8,400 | 4,400 | 2,900 | 8,000 | | 33,800[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 800

Table A-13. Gender by whether or not there has been a homeless episode

| Gender | Homelessness | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 26 | 74 | 100 | 15,300 |
| Female | 24 | 76 | 100 | 19,300 |
| N[a] | 8,500 | 26,100 | | 34,600 |

Table A-14. Race by whether or not there has been a homeless episode

| Race | Homelessness | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 27 | 73 | 100 | 20,800 |
| Hispanic | 9 | 91 | 100 | 1,500 |
| Black | 24 | 76 | 100 | 10,700 |
| Asian | 11 | 89 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 8,400 | 25,400 | | 33,800 [b] |

[a] all weighted totals rounded to nearest 100

[b] Frequency Missing = 800

Table A-15. Gender by satisfaction with present residence

| Gender | Respondent Wants to Move | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 53 | 47 | 100 | 11,400 |
| Female | 60 | 40 | 100 | 18,500 |
| N[a] | 17,200 | 12,700 | | 29,900 |

[a]All weighted totals rounded to nearest 100

[b]Frequency Missing = 4,700 due to unknowns, and those who live in institutions, prisons or jails, and/or are serving in the military.

Table A-16. Race by satisfaction with present residence

| Race | Respondent Wants to Move | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| White, not Hispanic | 56 | 44 | 100 | 18,100 |
| Hispanic | 47 | 53 | 100 | 1,300 |
| Black | 58 | 42 | 100 | 9,100 |
| Asian | 51 | 49 | 100 | 600 |
| Native American | 100 | 0 | 100 | 200 |
| Total N[a] | 16,600 | 12,700 | | 29,300 |

[a]All weighted totals rounded to nearest 100

[b]Frequency Missing = 5,300 due to unknowns, and those who live in institutions, prisons or jails, and/or are serving in the military.

Table A-17. Gender by highest grade or level of schooling completed at time of discharge

| Gender | Level of Schooling | | | | | | |
|---|---|---|---|---|---|---|---|
| | < H.S. | Some H.S. | H.S. | Some College | College | Total Percent | Total N[a] |
| Male | 10 | 54 | 33 | 3 | 0 | 100 | 15,200 |
| Female | 3 | 62 | 31 | 4 | 0 | 100 | 19,200 |
| N[a] | 2,200 | 20,100 | 10,900 | 1,200 | 0 | | 34,400[b] |

Gender by highest grade or level of schooling completed at time of interview

| Gender | Level of Schooling | | | | | | |
|---|---|---|---|---|---|---|---|
| | < H.S. | Some H.S. | H.S. | Some College | College | Total Percent | Total N[a] |
| Male | 9 | 38 | 37 | 15 | 1 | 100 | 15,200 |
| Female | 3 | 42 | 36 | 18 | 1 | 100 | 19,200 |
| N[a] | 2,000 | 13,800 | 12,500 | 5,800 | 300 | | 34,400[b] |

[a] all weighted totals rounded to nearest 100

[b] Frequency Missing = 200

Table A-18. Race by highest grade or level of schooling completed at time of discharge

| Race | Level of Schooling | | | | | | |
|---|---|---|---|---|---|---|---|
| | < H.S. | Some H.S. | H.S. | Some College | College | Total Percent | Total N[a] |
| White, not Hispanic | 7 | 59 | 32 | 2 | 0 | 100 | 20,800 |
| Hispanic | 12 | 54 | 29 | 5 | 0 | 100 | 1,500 |
| Black | 6 | 56 | 33 | 5 | 0 | 100 | 10,700 |
| Asian | 0 | 70 | 19 | 11 | 0 | 100 | 600 |
| Native American | 0 | 0 | 100 | 0 | 0 | 100 | 200 |
| N[a] | 2,200 | 19,600 | 10,900 | 1,100 | 0 | | 33,800[b] |

[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 800

Race by highest grade or level of schooling completed at time of interview

| Race | Level of Schooling | | | | | | |
|---|---|---|---|---|---|---|---|
| | < H.S. | Some H.S. | H.S. | Some College | College | Total Percent | Total N[a] |
| White, not Hispanic | 6 | 39 | 37 | 17 | 1 | 100 | 20,800 |
| Hispanic | 10 | 48 | 24 | 17 | 1 | 100 | 1,500 |
| Black | 5 | 41 | 38 | 15 | 1 | 100 | 10,600 |
| Asian | 0 | 25 | 33 | 42 | 0 | 100 | 600 |
| Native American | 0 | 0 | 31 | 69 | 0 | 100 | 200 |
| N[a] | 2,000 | 13,400 | 12,400 | 5,600 | 300 | | 33,700[b] |

[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 900

Table A-19. Gender by change in education status since discharge

| Gender | Education Change | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| Male | 27 | 73 | 100 | 15,100 |
| Female | 33 | 67 | 100 | 19,000 |
| Total N[a] | 10,300 | 23,800 | | 34,100[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 500

Table A-20. Race by change in education status since discharge

| Race | Education Change | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| White, not Hispanic | 33 | 67 | 100 | 20,600 |
| Hispanic | 23 | 77 | 100 | 1,500 |
| Black | 25 | 75 | 100 | 10,400 |
| Asian | 57 | 43 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| Total N[a] | 10,100 | 23,200 | | 33,300[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 1,300

Table A-21. Gender by ever being employed

| Gender | Ever Emp. | Never Emp. | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 91 | 9 | 100 | 15,300 |
| Female | 89 | 11 | 100 | 19,300 |
| N[a] | 31,100 | 3,500 |  | 34,600 |

Table A-22. Race by ever being employed

| Race | Ever employed | Never employed | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 94 | 6 | 100 | 20,900 |
| Hispanic | 67 | 33 | 100 | 1,500 |
| Black | 85 | 15 | 100 | 10,700 |
| Asian | 94 | 6 | 100 | 600 |
| Native American | 100 | 0 | 100 | 200 |
| Total N[a] | 30,400 | 3,500 |  | 33,900[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 700

Table A-23. Gender by maintaining a job for at least one year

| Gender | One year or more | Less than one year | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 40 | 60 | 100 | 13,700 |
| Female | 31 | 69 | 100 | 17,000 |
| N[a] | 10,800 | 19,900 | | 30,700[b] |

[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 3,900

Table A-24. Race by maintaining job for at least one year

| Race | > 1 year | < 1 year | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 35 | 65 | 100 | 19,400 |
| Hispanic | 38 | 62 | 100 | 1,000 |
| Black | 32 | 68 | 100 | 8,800 |
| Asian | 34 | 66 | 100 | 500 |
| Native American | 69 | 31 | 100 | 200 |
| Total N[a] | 10,200 | 19,700 | | 29,900[b] |

[a]all weighted totals rounded to nearest 100
[b]Number represents those ever employed minus unknowns

Table A-25. Gender by number of important people in life

| Gender | Number of People<br>0 | 1 | 2 | 3 | 4 | 5 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|---|---|
| Male | 23 | 19 | 24 | 13 | 12 | 9 | 100 | 14,300 |
| Female | 7 | 23 | 23 | 22 | 16 | 9 | 100 | 18,300 |
| Total N[a] | 4,600 | 7,100 | 7,500 | 5,900 | 4,600 | 2,900 | | 32,600[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 2,000

Table A-26. Race by number of important people in life

| Race | Number of People<br>0 | 1 | 2 | 3 | 4 | 5 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|---|---|
| White, not Hispanic | 10 | 24 | 22 | 22 | 14 | 8 | 100 | 19,500 |
| Hispanic | 5 | 21 | 19 | 31 | 13 | 11 | 100 | 1,400 |
| Black | 24 | 17 | 25 | 12 | 11 | 11 | 100 | 10,300 |
| Asian | 6 | 46 | 26 | 5 | 11 | 6 | 100 | 600 |
| Native American | 0 | 0 | 92 | 8 | 0 | 0 | 100 | 200 |
| Total N[a] | 4,500 | 7,000 | 7,500 | 5,900 | 4,100 | 2,900 | | 31,900[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 2,700

Table A-27. Gender by scale of helpful relationships

| Gender | Scale 0 | 1 | 2 | 3 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|
| Male | 2 | 3 | 31 | 64 | 100 | 14,600 |
| Female | 0 | 8 | 36 | 56 | 100 | 18,900 |
| Total N[a] | 300 | 1,900 | 11,400 | 19,900 | | 33,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 1,100

Table A-28. Race by scale of helpful relationships

| Race | Scale 0 | 1 | 2 | 3 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|
| White, not Hispanic | 1 | 7 | 32 | 60 | 100 | 20,100 |
| Hispanic | 0 | 9 | 38 | 53 | 100 | 1,400 |
| Black | 1 | 4 | 37 | 58 | 100 | 10,400 |
| Asian | 0 | 6 | 30 | 64 | 100 | 600 |
| Native American | 0 | 0 | 100 | 0 | 100 | 200 |
| Total N[a] | 300 | 1,900 | 11,300 | 19,200 | | 32,700[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 1,900

Table A-29. Gender by scale of meaningful relationships

| Gender | Scale 0 | 1 | 2 | 3 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|
| Male | 2 | 14 | 30 | 54 | 100 | 14,600 |
| Female | 1 | 11 | 31 | 57 | 100 | 18,900 |
| Total N[a] | 500 | 4,100 | 10,200 | 18,700 | | 33,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 1,100

Table A-30. Race by scale of meaningful relationships

| Race | Scale 0 | 1 | 2 | 3 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|
| White, not Hispanic | 1 | 12 | 31 | 56 | 100 | 20,100 |
| Hispanic | 2 | 9 | 26 | 63 | 100 | 1,400 |
| Black | 2 | 14 | 31 | 53 | 100 | 10,500 |
| Asian | 0 | 25 | 37 | 38 | 100 | 600 |
| Native American | 0 | 0 | 92 | 8 | 100 | 200 |
| Total N[a] | 500 | 4,100 | 10,200 | 18,000 | | 32,800[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 1,800

Table A-31. Gender by present marital status

| Gender | Marital Status | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Married | Living as Married | Widowed | Divorced | Separated | Never Married | Total Percent | N[a] |
| Male | 7 | 6 | 0 | 1 | 2 | 84 | 100 | 15,300 |
| Female | 27 | 13 | 0 | 1 | 8 | 51 | 100 | 19,300 |
| N[a] | 6,400 | 3,500 | 0 | 300 | 1,800 | 22,600 | | 34,600 |

[a] All weighted totals rounded to nearest 100

Table A-32. Race by present marital status

| Race | Marital Status | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Married | Living as Married | Widowed | Divorced | Separated | Never Married | Total Percent | N[a] |
| White, not Hispanic | 25 | 12 | 0 | 1 | 87 | 55 | 100 | 20,900 |
| Hispanic | 20 | 24 | 0 | 1 | 6 | 49 | 100 | 1,500 |
| Black | 7 | 5 | 0 | 0 | 1 | 87 | 100 | 10,700 |
| Asian | 12 | 0 | 0 | 0 | 12 | 76 | 100 | 600 |
| Native American | 23 | 69 | 0 | 0 | 0 | 8 | 100 | 200 |
| N[a] | 6,300 | 3,500 | 0 | 300 | 1,800 | 22,000 | | 33,900[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 700

Table A-33. Gender by young parenthood

| Gender | Given Birth/Fathered Children? | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 19 | 81 | 100 | 15,300 |
| Female | 60 | 40 | 100 | 19,300 |
| N[a] | 14,500 | 20,100 | | 34,600 |

| Gender | How Many Children? | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | Total Percent | Total N[a] |
| Male | 66 | 27 | 7 | 0 | 0 | 100 | 2,900 |
| Female | 71 | 24 | 4 | 1 | 0 | 100 | 11,600 |
| N[a] | 10,200 | 3,600 | 600 | 100 | 0 | | 14,500[b] |

[a] All weighted totals rounded to nearest 100

[b] Represents number of respondents who have had children

Table A-34. Race by young parenthood

| Race | Given Birth/Fathered Children?<br>Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 43 | 57 | 100 | 20,900 |
| Hispanic | 52 | 48 | 100 | 1,500 |
| Black | 40 | 60 | 100 | 10,700 |
| Asian | 28 | 72 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| N[a] | 14,400 | 19,500 | | 33,900[b] |

| Race | How Many Children?<br>1 | 2 | 3 | 4 | 5 | Total Percent | Total N[a] |
|---|---|---|---|---|---|---|---|
| White, not Hispanic | 78 | 18 | 4 | 0 | 0 | 100 | 9,100 |
| Hispanic | 47 | 45 | 8 | 0 | 0 | 100 | 800 |
| Black | 56 | 36 | 6 | 2 | 0 | 100 | 4,200 |
| Asian | 100 | 0 | 0 | 0 | 0 | 100 | 200 |
| Native American | 100 | 0 | 0 | 0 | 0 | 100 | 100 |
| N[a] | 10,100 | 3,600 | 600 | 100 | 0 | | 14,400[c] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 700

[c] Represents number of respondents who have had children

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Table A-35. Gender by general health comparison at time of interview

| Gender | Compared to Peers, Present Health is ... | | | | | | |
|---|---|---|---|---|---|---|---|
| | Excellent | Very Good | Good | Fair | Poor | Total Percent | Total N[a] |
| Male | 31 | 38 | 20 | 10 | 1 | 100 | 15,100 |
| Female | 23 | 34 | 24 | 14 | 5 | 100 | 19,000 |
| N[a] | 9,000 | 12,300 | 7,600 | 4,100 | 1,100 | | 34,100[b] |

Table A-36. Race by general health comparison at time of interview

| Race | Compared to Peers, Present Health is ... | | | | | | |
|---|---|---|---|---|---|---|---|
| | Excellent | Very Good | Good | Fair | Poor | Total Percent | Total N[a] |
| White, not Hispanic | 24 | 37 | 22 | 13 | 4 | 100 | 20,500 |
| Hispanic | 19 | 30 | 26 | 16 | 9 | 100 | 1,500 |
| Black | 31 | 37 | 20 | 11 | 1 | 100 | 10,700 |
| Asian | 26 | 28 | 30 | 10 | 6 | 100 | 600 |
| Native American | 69 | 0 | 23 | 8 | 0 | 100 | 200 |
| N[a] | 8,900 | 12,200 | 7,200 | 4,100 | 1,100 | | 33,500[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 1,100

Table A-37. Gender by ability to obtain medical care since discharge

| Gender | Were You Able to Get Medical Care? Yes | No | Not Needed | Total Percent | Total N[a] |
|---|---|---|---|---|---|
| Male | 62 | 27 | 11 | 100 | 15,300 |
| Female | 68 | 31 | 1 | 100 | 19,300 |
| N[a] | 22,700 | 9,900 | 2,000 | | 34,600 |

[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 500

Table A-37a. Gender by reasons for not obtaining medical care*

| Gender | Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| | **Didn't Know Where to Go** | | | |
| Male | 34 | 66 | 100 | 4,100 |
| Female | 25 | 75 | 100 | 5,800 |
| N[a] | 2,800 | 7,100 | | 9,900 |
| | **Cost Too High** | | | |
| Male | 85 | 15 | 100 | 4,000 |
| Female | 83 | 17 | 100 | 5,900 |
| N[a] | 8,300 | 1,600 | | 9,900 |
| | **Lack of Transportation** | | | |
| Male | 53 | 47 | 100 | 4,000 |
| Female | 31 | 69 | 100 | 5,800 |
| N[a] | 3,900 | 5,900 | | 9,800[b] |
| | **Hours Not Convenient** | | | |
| Male | 23 | 77 | 100 | 4,000 |
| Female | 9 | 91 | 100 | 5,800 |
| N[a] | 1,400 | 8,400 | | 9,800[b] |
| | **Lose Pay From Work** | | | |
| Male | 16 | 84 | 100 | 4,000 |
| Female | 14 | 86 | 100 | 5,800 |
| N[a] | 1,400 | 8,400 | | 9,800[b] |
| | **No Insurance** | | | |
| Male | 81 | 19 | 100 | 4,000 |
| Female | 81 | 19 | 100 | 5,900 |
| N[a] | 8,000 | 1,900 | | 9,900 |

*Total N represents only those youth who were unable to obtain medical care

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 100

Table A-38. Race by ability to obtain medical care since discharge

| Race | Were You Able to Get Medical Care? | | | | |
|---|---|---|---|---|---|
| | Yes | No | Not Needed | Total Percent | Total N[a] |
| White, not Hispanic | 64 | 29 | 7 | 100 | 20,900 |
| Hispanic | 67 | 30 | 3 | 100 | 1,500 |
| Black | 66 | 31 | 3 | 100 | 10,700 |
| Asian | 56 | 38 | 6 | 100 | 600 |
| Native American | 76 | 0 | 24 | 100 | 200 |
| N[a] | 22,000 | 9,900 | 2,000 | | 33,900[b] |

[a] all weighted totals rounded to nearest 100

[b] Frequency Missing = 700

Table A-38a. Race by reasons for not obtaining medical care*

| Race | | | | |
|---|---|---|---|---|
| | Didn't Know Where to Go | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 27 | 73 | 100 | 5,900 |
| Hispanic | 22 | 78 | 100 | 500 |
| Black | 32 | 68 | 100 | 3,300 |
| Asian | 38 | 62 | 100 | 200 |
| Native American | 0 | 0 | 0 | 0 |
| N[a] | 2,800 | 7,100 | | 9,900 |
| | Cost Too High | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 81 | 19 | 100 | 5,900 |
| Hispanic | 89 | 11 | 100 | 500 |
| Black | 86 | 14 | 100 | 3,300 |
| Asian | 84 | 16 | 100 | 200 |
| Native American | 0 | 0 | 0 | 0 |
| N[a] | 8,300 | 1,600 | | 9,900 |
| | Lack of Transportation | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 33 | 67 | 100 | 5,900 |
| Hispanic | 31 | 69 | 100 | 400 |
| Black | 54 | 46 | 100 | 3,300 |
| Asian | 17 | 83 | 100 | 200 |
| Native American | 0 | 0 | 0 | 0 |
| N[a] | 3,900 | 5,900 | | 9,800[b] |
| | Hours Not Convenient | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 12 | 88 | 100 | 5,900 |
| Hispanic | 8 | 92 | 100 | 400 |
| Black | 19 | 81 | 100 | 3,300 |
| Asian | 18 | 82 | 100 | 200 |
| Native American | 0 | 0 | 0 | 0 |
| N[a] | 1,400 | 8,400 | | 9,800[b] |

*Total N represents only those who were unable to get medical care

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 100

Table A-38a. Race by reasons for not obtaining medical care* (continued)

| Race | | | | |
|---|---|---|---|---|
| | Lose Pay From Work | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 17 | 83 | 100 | 5,900 |
| Hispanic | 18 | 82 | 100 | 400 |
| Black | 10 | 90 | 100 | 3,300 |
| Asian | 22 | 78 | 100 | 200 |
| Native American | 0 | 0 | 0 | 0 |
| N[a] | 1,400 | 8,400 | | 9,800[b] |
| | No Insurance | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 83 | 17 | 100 | 5,900 |
| Hispanic | 56 | 44 | 100 | 500 |
| Black | 82 | 18 | 100 | 3,300 |
| Asian | 71 | 29 | 100 | 200 |
| Native American | 0 | 0 | 0 | 0 |
| N[a] | 8,000 | 1,900 | | 9,900 |

*Total N represents only those who were unable to get medical care

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 100

Table A-39. Gender by use of prescription-type drugs obtained with or without a prescription

| Gender | Type of Drug | | | |
|---|---|---|---|---|
| | Tranquilizers | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 16 | 84 | 100 | 15,200 |
| Female | 11 | 89 | 100 | 19,000 |
| N[a] | 4,500 | 29,700 | | 34,200[b] |
| | Barbituates | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 16 | 84 | 100 | 15,200 |
| Female | 9 | 91 | 100 | 19,000 |
| N[a] | 4,000 | 30,200 | | 34,200[b] |
| | Amphetamines | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 16 | 84 | 100 | 15,200 |
| Female | 16 | 84 | 100 | 19,000 |
| N[a] | 5,500 | 28,700 | | 34,200[b] |
| | Other Prescription Drugs (Painkillers, etc.) | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 25 | 75 | 100 | 15,200 |
| Female | 35 | 65 | 100 | 19,000 |
| N[a] | 10,500 | 23,700 | | 34,200[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 400

Table A-40. Race by use of prescription-type drugs obtained with or without a prescription

| Race | Type of Drug | | | |
|---|---|---|---|---|
| | Tranquilizers | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 18 | 82 | 100 | 20,500 |
| Hispanic | 10 | 90 | 100 | 1,500 |
| Black | 6 | 94 | 100 | 10,600 |
| Asian | 5 | 95 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 4,500 | 29,000 | | 33,400[b] |
| | Barbituates | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 13 | 87 | 100 | 20,500 |
| Hispanic | 5 | 94 | 100 | 1,500 |
| Black | 11 | 89 | 100 | 10,700 |
| Asian | 12 | 88 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 4,000 | 29,500 | | 33,500[b] |
| | Amphetamines | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 24 | 76 | 100 | 20,500 |
| Hispanic | 13 | 87 | 100 | 1,500 |
| Black | 4 | 96 | 100 | 10,700 |
| Asian | 5 | 95 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 5,500 | 28,000 | | 33,500[b] |
| | Other Prescription Drugs (Painkillers, etc.) | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 41 | 59 | 100 | 20,500 |
| Hispanic | 28 | 72 | 100 | 1,500 |
| Black | 15 | 85 | 100 | 10,700 |
| Asian | 5 | 95 | 100 | 600 |
| Native American | 0 | 100 | 100 | 200 |
| N[a] | 10,400 | 23,100 | | 33,500[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency missing ranges from 1,100 to 1,200 due to unknowns

Table A-41. Gender by use of illicit drugs (i.e., marijuana, cocaine)

| Gender | Ever Used Illicit-Type Drugs? | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| Male | 59 | 41 | 100 | 15,200 |
| Female | 44 | 66 | 100 | 19,000 |
| Total N[a] | 17,300 | 16,900 | | 34,200[b] |

| Gender | Type of Drug | | | |
|---|---|---|---|---|
| | Marijuana | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 99 | 1 | 100 | 8,900 |
| Female | 99 | 1 | 100 | 8,400 |
| N[a] | 17,100 | 200 | | 17,300[c] |
| | Hashish | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 32 | 68 | 100 | 8,900 |
| Female | 23 | 77 | 100 | 8,400 |
| N[a] | 4,800 | 12,500 | | 17,300[c] |
| | Cocaine | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 40 | 60 | 100 | 8,900 |
| Female | 39 | 61 | 100 | 8,400 |
| N[a] | 6,800 | 10,500 | | 17,300[c] |
| | Crack | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 19 | 81 | 100 | 8,900 |
| Female | 10 | 90 | 100 | 8,400 |
| N[a] | 2,500 | 14,800 | | 17,300[c] |
| | Angel Dust (PCP) | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 7 | 93 | 100 | 8,900 |
| Female | 9 | 91 | 100 | 8,400 |
| N[a] | 1,400 | 15,900 | | 17,300[c] |

Table A-41. Gender by use of illicit drugs (i.e., marijuana, cocaine) (continued)

| Gender | Type of Drug | | | |
|---|---|---|---|---|
| | Ice | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 0 | 100 | 100 | 8,900 |
| Female | 0 | 100 | 100 | 8,400 |
| N[a] | 0 | 17,300 | | 17,300[c] |
| | Heroin, Smack | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 5 | 95 | 100 | 8,900 |
| Female | 7 | 93 | 100 | 8,400 |
| N[a] | 1,100 | 16,200 | | 17,300[c] |
| | Crystal Methadrine | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 11 | 89 | 100 | 8,900 |
| Female | 19 | 81 | 100 | 8,400 |
| N[a] | 2,600 | 14,700 | | 17,300[c] |

[a] All weighted totals rounded to nearest 100

[b] Frequency missing = 400

[c] Total N represents only those who admitted use of illicit-type drugs

Table A-42. Race by use of illicit-type drugs

| Race | Ever Used Illicit-Type Drugs? | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| White, not Hispanic | 55 | 45 | 100 | 20,600 |
| Hispanic | 41 | 59 | 100 | 1,500 |
| Black | 41 | 59 | 100 | 10,700 |
| Asian | 48 | 52 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| Total N[a] | 16,600 | 16,900 | | 33,600[b] |

| Race | Type of Drug | | | |
|---|---|---|---|---|
| | Marijuana | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 99 | 1 | 100 | 11,300 |
| Hispanic | 100 | 0 | 100 | 600 |
| Black | 99 | 1 | 100 | 4,300 |
| Asian | 100 | 0 | 100 | 300 |
| Native American | 100 | 0 | 100 | 100 |
| N[a] | 16,400 | 200 | | 16,600[c] |
| | Hashish | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 32 | 68 | 100 | 11,300 |
| Hispanic | 20 | 80 | 100 | 600 |
| Black | 23 | 77 | 100 | 4,300 |
| Asian | 24 | 76 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 4,700 | 11,900 | | 16,600[c] |
| | Cocaine | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 36 | 64 | 100 | 11,300 |
| Hispanic | 62 | 38 | 100 | 600 |
| Black | 51 | 49 | 100 | 4,300 |
| Asian | 59 | 41 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 6,700 | 9,900 | | 16,600[c] |

Table A-42. Race by use of illicit-type drugs (continued)

| Race | Type of Drug | | | |
|---|---|---|---|---|
| | Crack | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 11 | 89 | 100 | 11,300 |
| Hispanic | 12 | 88 | 100 | 600 |
| Black | 27 | 73 | 100 | 4,300 |
| Asian | 0 | 100 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 2,400 | 14,200 | | 16,600[c] |
| | Angel Dust (PCP) | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 9 | 91 | 100 | 11,300 |
| Hispanic | 17 | 83 | 100 | 600 |
| Black | 6 | 94 | 100 | 4,300 |
| Asian | 11 | 89 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 1,400 | 15,200 | | 16,600[c] |
| | Ice | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 0 | 100 | 100 | 11,300 |
| Hispanic | 0 | 100 | 100 | 600 |
| Black | 0 | 100 | 100 | 4,300 |
| Asian | 0 | 100 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 0 | 16,600 | | 16,600[c] |
| | Heroin | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 9 | 91 | 100 | 11,300 |
| Hispanic | 13 | 87 | 100 | 600 |
| Black | 1 | 99 | 100 | 4,300 |
| Asian | 0 | 100 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 1,100 | 15,500 | | 16,600 |

Table A-42. Race by use of illicit-type drugs (continued)

| Race | Type of Drug | | | |
|---|---|---|---|---|
| | Crystal Methadrine | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 21 | 79 | 100 | 11,300 |
| Hispanic | 18 | 82 | 100 | 600 |
| Black | 3 | 97 | 100 | 4,300 |
| Asian | 11 | 89 | 100 | 300 |
| Native American | 0 | 100 | 100 | 100 |
| N[a] | 2,600 | 14,000 | | 16,600 |

[a] All weighted totals rounded to nearest 100

[b] Frequency missing = 1,000

[c] Total N represents only those respondents who stated they had used hard drugs. Total differs from total population number due to unknown race

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Table A-43. Gender by use of alcohol

| Gender | Alcohol Use<br>Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 85 | 15 | 100 | 15,200 |
| Female | 77 | 23 | 100 | 19,000 |
| N[a] | 27,400 | 6,800 | | 34,200[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 400

Table A-44. Race by use of alcohol

| Race | Alcohol Use<br>Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 84 | 16 | 100 | 20,600 |
| Hispanic | 65 | 35 | 100 | 1,500 |
| Black | 77 | 23 | 100 | 10,700 |
| Asian | 86 | 14 | 100 | 600 |
| Native American | 100 | 0 | 100 | 200 |
| N[a] | 27,200 | 6,400 | | 33,600[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 1,000

Table A-45. Gender by legal problems since time of discharge

| Gender | Trouble with the Law | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 45 | 55 | 100 | 15,300 |
| Female | 10 | 90 | 100 | 19,300 |
| N[a] | 8,800 | 25,800 | | 34,600 |

Table A-45a. Gender by type of legal problem since discharge

| Gender | | | | |
|---|---|---|---|---|
| | Incident Involve Drugs | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 55 | 45 | 100 | 6,800 |
| Female | 38 | 62 | 100 | 2,000 |
| N[a] | 4,500 | 4,300 | | 8,800 |
| | Arrested for Incident | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 80 | 20 | 100 | 6,800 |
| Female | 85 | 15 | 100 | 2,000 |
| N[a] | 7,100 | 1,700 | | 8,800 |
| | Formal Charges Filed | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 84 | 16 | 100 | 6,800 |
| Female | 61 | 38 | 100 | 2,000 |
| N[a] | 7,000 | 1,800 | | 8,800 |

[a]all weighted totals rounded to nearest 100
[b]Number represents only those who have had legal problems

Table A-46. Race by legal problems since time of discharge

| Race | Trouble with the Law |  |  |  |
|---|---|---|---|---|
|  | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 27 | 73 | 100 | 20,900 |
| Hispanic | 12 | 88 | 100 | 1,500 |
| Black | 26 | 74 | 100 | 10,700 |
| Asian | 6 | 94 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| N[a] | 8,800 | 25,100 |  | 33,900[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 700

Table A-46a. Race by type of legal problem since discharge

| Race |  |  |  |  |
|---|---|---|---|---|
|  | Incident Involve Drugs |  |  |  |
|  | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 54 | 46 | 100 | 5,700 |
| Hispanic | 40 | 60 | 100 | 200 |
| Black | 46 | 54 | 100 | 2,800 |
| Asian | 100 | 0 | 100 | * |
| Native American | 100 | 0 | 100 | * |
| N[a] | 4,500 | 4,300 |  | 8,800[b] |
|  | Arrested for Incident |  |  |  |
|  | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 75 | 25 | 100 | 5,700 |
| Hispanic | 100 | 0 | 100 | 200 |
| Black | 91 | 9 | 100 | 2,800 |
| Asian | 100 | 0 | 100 | * |
| Native American | 100 | 0 | 100 | * |
| N[a] | 7,100 | 1,700 |  | 8,800[b] |

*Number too small to estimate
[a]All weighted totals rounded to nearest 100
[b]Number represents those who have had legal problems

Table A-46a. Race by type of legal problem since discharge (continued)

| Race | Formal Charges Filed | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 83 | 17 | 100 | 5,700 |
| Hispanic | 87 | 13 | 100 | 200 |
| Black | 73 | 27 | 100 | 2,800 |
| Asian | 100 | 0 | 100 | * |
| Native American | 0 | 100 | 100 | * |
| N[a] | 7,000 | 1,800 | | 8,800[b] |

*Number too small to estimate

[a] All weighted totals rounded to nearest 100

[b] Number represents those who have had legal problems

Table A-47. Gender by basic resources at time of interview

| Gender | Basic Resources | | | |
|---|---|---|---|---|
| | Car | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 25 | 75 | 100 | 15,200 |
| Female | 38 | 62 | 100 | 19,200 |
| N[a] | 11,100 | 23,300 | | 34,400[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 200

| | Car Insurance | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 68 | 32 | 100 | 3,800 |
| Female | 64 | 36 | 100 | 7,300 |
| N[a] | 7,200 | 3,900 | | 11,100[b] |

[a]All weighted totals rounded to nearest 100
[b]Number represents only those who have cars

| | Credit Cards | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 14 | 86 | 100 | 15,300 |
| Female | 18 | 82 | 100 | 19,200 |
| N[a] | 5,700 | 28,800 | | 34,500[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 100

| | Checking Account | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| Male | 27 | 73 | 100 | 15,300 |
| Female | 29 | 71 | 100 | 19,200 |
| N[a] | 9,800 | 24,700 | | 34,500[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 100

Table A-47. gender by basic resources at time of interview (continued)

| Gender | Basic Resources | | | |
|---|---|---|---|---|
| | Savings Account | | | |
| | Yes | No | Total Percent | Total N[a] |
| Male | 37 | 63 | 100 | 15,300 |
| Female | 33 | 67 | 100 | 19,200 |
| N[a] | 11,900 | 22,600 | | 34,500[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 100

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Table A-48. Race by basic resources at time of interview

| Race | Basic Resources | | | |
|---|---|---|---|---|
| | Driver's License | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 59 | 41 | 100 | 20,800 |
| Hispanic | 34 | 66 | 100 | 1,500 |
| Black | 32 | 68 | 100 | 10,700 |
| Asian | 35 | 65 | 100 | 600 |
| Native American | 92 | 8 | 100 | 200 |
| N[a] | 16,600 | 17,200 | | 33,800[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 800

| | Car | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 42 | 58 | 100 | 20,800 |
| Hispanic | 29 | 71 | 100 | 1,500 |
| Black | 14 | 86 | 100 | 10,600 |
| Asian | 41 | 59 | 100 | 500 |
| Native American | 68 | 32 | 100 | 200 |
| N[a] | 10,900 | 22,700 | | 33,600[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 1,000

| | Car Insurance | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 67 | 33 | 100 | 8,700 |
| Hispanic | 50 | 50 | 100 | 400 |
| Black | 55 | 45 | 100 | 1,500 |
| Asian | 57 | 43 | 100 | 200 |
| Native American | 100 | 0 | 100 | 100 |
| N[a] | 7,100 | 3,800 | | 10,900[b] |

[a] All weighted totals rounded to nearest 100

[b] Number represents those with cars only

Table A-48. Race by basic resources at time of interview (continued)

| Race | Basic Resources | | | |
|---|---|---|---|---|
| | Credit Cards | | | |
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 19 | 81 | 100 | 20,800 |
| Hispanic | 19 | 81 | 100 | 1,500 |
| Black | 11 | 89 | 100 | 10,700 |
| Asian | 12 | 88 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| N[a] | 5,600 | 28,200 | | 33,800[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 800

| | Checking Account | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 34 | 66 | 100 | 20,800 |
| Hispanic | 21 | 79 | 100 | 1,500 |
| Black | 14 | 86 | 100 | 10,700 |
| Asian | 42 | 58 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| N[a] | 9,200 | 24,600 | | 33,800[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 800

| | Savings Account | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| White, not Hispanic | 33 | 67 | 100 | 20,800 |
| Hispanic | 30 | 70 | 100 | 1,500 |
| Black | 34 | 66 | 100 | 10,700 |
| Asian | 39 | 61 | 100 | 600 |
| Native American | 69 | 31 | 100 | 200 |
| N[a] | 11,300 | 22,500 | | 33,800[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 800

Table A-49. Gender by serving in the military

| Gender | Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 12 | 88 | 100 | 14,900 |
| Female | 2 | 98 | 100 | 19,000 |
| Total N[a] | 2,200 | 31,700 | | 33,900[b] |

[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 700

Table A-50. Race by serving in the military

| Race | Yes | No | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 7 | 93 | 100 | 20,500 |
| Hispanic | 5 | 95 | 100 | 1,500 |
| Black | 6 | 94 | 100 | 10,400 |
| Asian | 0 | 100 | 100 | 600 |
| Native American | 24 | 76 | 100 | 200 |
| Total N[a] | 2,200 | 31,000 | | 33,200[b] |

[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 1,400

# APPENDIX B:  TABLES BY SERVICE RECEIPT

Table B-1. Service receipt by youth's employment status at time of interview

| Service receipt | Employed at Time of Interview<br>Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| No | 86 | 14 | 100 | 5,200 |
| Yes | 84 | 16 | 100 | 29,000 |
| Total N[a] | 16,800 | 17,400 | | 34,200[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 400

Table B-2. Service receipt by median salary

| Service receipt | Median Salary<br>> 5.00 | ≤ 5.00 | Total Percent | Total N[a] |
|---|---|---|---|---|
| No | 33 | 67 | 100 | 5,600 |
| Yes | 29 | 71 | 100 | 29,000 |
| Total N[a] | 10,200 | 24,400 | | 34,600 |

[a] All weighted totals rounded to nearest 100

Table B-3. Service receipt by cost to the community at the time of the interview

| Service receipt | Cost to the Community<br>Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| No | 38 | 62 | 100 | 5,600 |
| Yes | 39 | 61 | 100 | 29,000 |
| Total N[a] | 13,600 | 21,000 | | 34,600 |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-4. Use of community resources by service receipt

| | Service Receipt | | |
|---|---|---|---|
| Community resource | No (Percent) | Yes (Percent) | Total N[a] |
| a) Finding housing | | | |
| Yes | 12 | 12 | 4,100 |
| No | 88 | 88 | 30,400 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 28,900 | 34,500[b] |
| b) Food stamps | | | |
| Yes | 28 | 39 | 12,800 |
| No | 72 | 61 | 21,800 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 29,000 | 34,600 |
| c) General assistance | | | |
| Yes | 22 | 21 | 7,200 |
| No | 78 | 79 | 27,200 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 28,800 | 34,400[b] |
| d) AFDC | | | |
| Yes | 21 | 19 | 6,600 |
| No | 79 | 81 | 27,900 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 28,900 | 34,500[b] |
| e) Family planning clinic | | | |
| Yes | 9 | 24 | 7,400 |
| No | 91 | 76 | 27,200 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 29,000 | 34,600 |
| f) Unemployment insurance | | | |
| Yes | 1 | 8 | 2,500 |
| No | 99 | 92 | 32,100 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 29,000 | 34,600 |
| g) Job placement services | | | |
| Yes | 29 | 21 | 7,800 |
| No | 71 | 79 | 26,700 |
| Total % | 100 | 100 | |
| Total N[a] | 5,500 | 29,000 | 34,500[b] |

Table B-4. Use of community resources by service receipt (continued)

| Community resource | Service Receipt | | |
|---|---|---|---|
| | No (Percent) | Yes (Percent) | Total N[a] |
| h) Public shelter | | | |
| Yes | 4 | 11 | 3,300 |
| No | 96 | 89 | 31,300 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 29,000 | 34,600 |
| i) Community mental health | | | |
| Yes | 14 | 8 | 3,200 |
| No | 86 | 92 | 31,400 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 29,000 | 34,600 |
| j) Alcohol treatment | | | |
| Yes | 3 | 5 | 1,700 |
| No | 97 | 96 | 32,800 |
| Total % | 100 | 100 | |
| Total N[a] | 5,500 | 29,000 | 34,500[b] |
| k) Drug treatment | | | |
| Yes | 5 | 6 | 1,900 |
| No | 95 | 94 | 32,600 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 28,900 | 34,500[b] |
| l) Food bank/soup kitchen | | | |
| Yes | 4 | 13 | 4,000 |
| No | 96 | 87 | 30,500 |
| Total % | 100 | 100 | |
| Total N[a] | 5,600 | 28,900 | 34,500[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency missing between 100 and 200 due to unknowns

Table B-5. Living arrangement upon discharge by service receipt

| Living arrangement | Service Receipt | | |
|---|---|---|---|
| | No (Percent) | Yes (Percent) | Total N[a] |
| Living by self | | | |
| Yes | 23 | 12 | 4,600 |
| No | 77 | 88 | 30,000 |
| Total % | 100 | 100 | |
| Living w/Child and Sign. Other | | | |
| Yes | 1 | 6 | 1,600 |
| No | 99 | 94 | 33,000 |
| Total % | 100 | 100 | |
| Living with Child | | | |
| Yes | <1 | 1 | 300 |
| No | 100 | 99 | 34,300 |
| Total % | | | |
| Living with Extended Family | | | |
| Yes | 54 | 55 | 18,800 |
| No | 47 | 45 | 15,800 |
| Total % | 100 | 100 | |
| Living with Foster Parents | | | |
| Yes | 8 | 7 | 2,500 |
| No | 92 | 93 | 32,100 |
| Total % | 100 | 100 | |
| Living with Unrelated Ind. | | | |
| Yes | 9 | 12 | 3,900 |
| No | 91 | 88 | 30,700 |
| Total % | 100 | 100 | |
| **Total N[a]** | 5,600 | 29,000 | 34,600 |

[a]All weighted totals rounded to nearest 100

Table B-6. Service receipt by youth experiencing a homeless episode since discharge

| Service receipt | Homeless Episode | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 32 | 68 | 100 | 5,600 |
| Yes | 23 | 77 | 100 | 29,000 |
| Total N[a] | 8,500 | 26,100 | | 34,600 |

Table B-7. Service receipt by number of addresses since time of discharge

| Service Receipt | Number of Addresses | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 or more | Total Percent | Total N[a] |
| No | 15 | 18 | 32 | 8 | 5 | 22 | 100 | 5,600 |
| Yes | 10 | 21 | 23 | 14 | 9 | 23 | 100 | 28,900 |
| N[a] | 3,700 | 7,100 | 8,400 | 4,400 | 2,900 | 8,000 | | 34,500[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-8. Service receipt by satisfaction with current living arrangement

| Service receipt | Respondents Wants to Move | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 41 | 59 | 100 | 17,200 |
| Yes | 60 | 40 | 100 | 12,700 |
| Total N[a] | 4,400 | 25,500 | | 29,900 |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 4,700

Table B-9. Service receipt by high school completion

| Service receipt | High School Completion<br>No (Percent) | <br>Yes (Percent) | <br>Total Percent | <br>Total N[a] |
|---|---|---|---|---|
| No | 52 | 48 | 100 | 5,500 |
| Yes | 45 | 55 | 100 | 28,800 |
| Total N[a] | 15,800 | 18,600 | | 34,400[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 200

Table B-10. Service receipt by completing more schooling since discharge

| Service receipt | Completed More School Since Discharge<br>Yes (Percent) | <br>No (Percent) | <br>Total Percent | <br>Total N[a] |
|---|---|---|---|---|
| No | 36 | 64 | 100 | 5,500 |
| Yes | 29 | 71 | 100 | 28,600 |
| Total N[a] | 10,300 | 23,800 | | 34,100[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 500

Table B-11. Service receipt by ever being employed since discharge

| Service receipt | Never employed | Held at least one job | Total Percent | Total N[a] |
|---|---|---|---|---|
| No | 20 | 80 | 100 | 5,600 |
| Yes | 8 | 92 | 100 | 29,000 |
| Total N[a] | 3,500 | 31,100 | | 34,600 |

[a] All weighted totals rounded to nearest 100

Table B-12. Service receipt by youth maintaining a job for at least one year

| Service receipt | Maintained a Job for at Least One Year | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 31 | 69 | 100 | 4,400 |
| Yes | 36 | 64 | 100 | 26,200 |
| Total N[a] | 10,800 | 19,800 | | 30,600 |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 4,000

Table B-13. Service receipt by number of important people in life

| Service receipt | Number of People | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3<br>(Percent) | 4 | 5 | Total Percent | Total N[a] |
| No | 17 | 15 | 22 | 22 | 15 | 10 | 100 | 4,900 |
| Yes | 14 | 23 | 23 | 17 | 14 | 9 | 100 | 27,700 |
| Total N[a] | 4,600 | 7,100 | 7,500 | 5,900 | 4,600 | 2,900 | | 32,600[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 2,000

Table B-14. Service receipt by scale of helpful relationships

| Service receipt | Scale | | | | | |
|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | Total Percent | Total N[a] |
| No | 2 | 2 | 24 | 72 | 100 | 4,900 |
| Yes | 1 | 6 | 36 | 57 | 100 | 28,600 |
| Total N[a] | 300 | 1,900 | 11,400 | 19,900 | | 33,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 200

Table B-15. Service receipt by scale of meaningful relationships

| Service receipt | Scale | | | | | |
|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | Total Percent | Total N[a] |
| No | 3 | 9 | 20 | 68 | 100 | 4,900 |
| Yes | 1 | 13 | 32 | 53 | 100 | 28,600 |
| Total N[a] | 500 | 4,100 | 10,200 | 18,700 | | 33,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-16. Service receipt by ever married

| Service receipt | Marital Status | | | |
|---|---|---|---|---|
| | Ever married (Percent) | Never married (Percent) | Total Percent | Total N[a] |
| No | 40 | 60 | 100 | 5,600 |
| Yes | 34 | 66 | 100 | 29,00 |
| Total N[a] | 12,000 | 22,600 | | 34,600 |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-17. Service receipt by ever having birthed or fathered a child

| Service receipt | Birthed/Fathered a Child | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 48 | 52 | 100 | 5,600 |
| Yes | 41 | 59 | 100 | 29,000 |
| Total N[a] | 14,500 | 20,100 | | 34,600 |

[a] All weighted totals rounded to nearest 100

| Service Receipt | How Many Children? | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | Total Percent | Total N[a] |
| No | 85 | 10 | 5 | 0 | 0 | 100 | 2,700 |
| Yes | 67 | 28 | 5 | 0 | 0 | 100 | 11,800 |
| N[a] | 10,200 | 3,600 | 700 | 0 | 0 | | 14,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Total N represents only those who have given birth/fathered a child

Table B-18. Service receipt by ability to obtain health care since discharge

|  | Able to Obtain Health Care? |  |  |  |  |
|---|---|---|---|---|---|
|  | Yes | No | Not Needed | Total Percent | Total N[a] |
| No | 63 | 32 | 5 | 100 | 5,600 |
| Yes | 66 | 28 | 6 | 100 | 29,000 |
| N[a] | 22,700 | 9,900 | 2,000 |  | 34,600 |

[a] all weighted totals rounded to nearest 100

Table B-18a. Service receipt by reasons for not obtaining health care*

| Service Receipt | Didn't Know Where to Go |  |  |  |
|---|---|---|---|---|
|  | Yes | No | Total Percent | Total N[a] |
| No | 44 | 56 | 100 | 1,800 |
| Female | 25 | 75 | 100 | 8,100 |
| N[a] | 2,800 | 7,100 |  | 9,900 |
|  | Cost Too High |  |  |  |
|  | Yes | No | Total Percent | Total N[a] |
| No | 92 | 8 | 100 | 1,800 |
| Yes | 81 | 19 | 100 | 8,100 |
| N[a] | 8,300 | 1,600 |  | 9,900 |
|  | Lack of Transportation |  |  |  |
|  | Yes | No | Total Percent | Total N[a] |
| No | 58 | 42 | 100 | 1,800 |
| Yes | 36 | 64 | 100 | 8,100 |
| N[a] | 3,900 | 6,000 |  | 9,900 |
|  | Hours Not Convenient |  |  |  |
|  | Yes | No | Total Percent | Total N[a] |
| No | 10 | 90 | 100 | 1,800 |
| Yes | 15 | 85 | 100 | 8,100 |
| N[a] | 1,400 | 8,500 |  | 9,900 |

Table B-18a. Service receipt by reasons for not obtaining health care* (continued)

| Service Receipt | | | | |
|---|---|---|---|---|
| | Lose Pay From Work | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 25 | 75 | 100 | 1,800 |
| Yes | 13 | 87 | 100 | 8,100 |
| N[a] | 1,500 | 8,400 | | 9,900 |
| | No Insurance | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 87 | 13 | 100 | 1,800 |
| Yes | 79 | 21 | 100 | 8,100 |
| N[a] | 8,000 | 1,900 | | 9,900 |

*Total N reflects only those youth who were unable to obtain medical care

[a] All weighted totals rounded to nearest 100

Table B-19. Service receipt by use of prescription-type drugs obtained with or without a prescription

| Service Receipt | Type of Drug | | | |
|---|---|---|---|---|
| | Tranquilizers | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 10 | 90 | 100 | 5,200 |
| Yes | 14 | 86 | 100 | 29,000 |
| N[a] | 4,500 | 29,700 | | 34,200[b] |
| | Barbituates | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 15 | 85 | 100 | 5,200 |
| Yes | 11 | 89 | 100 | 29,000 |
| N[a] | 4,000 | 30,200 | | 34,200[b] |
| | Amphetamines | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 11 | 89 | 100 | 5,200 |
| Yes | 17 | 83 | 100 | 29,000 |
| N[a] | 5,500 | 28,700 | | 34,200[b] |
| | Other Prescription Drugs (Painkillers, etc.) | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 25 | 75 | 100 | 5,200 |
| Yes | 31 | 69 | 100 | 29,000 |
| N[a] | 10,500 | 23,700 | | 34,200[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 400

Table B-20. Service receipt by ever using hard drugs

| Service receipt | Used Hard Drugs<br>Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| No | 39 | 61 | 100 | 5,200 |
| Yes | 53 | 47 | 100 | 29,000 |
| Total N[a] | 17,300 | 16,900 | | 34,200[b] |

| Service Receipt | Type of Drug | | | |
|---|---|---|---|---|
| | Marijuana | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 98 | 2 | 100 | 2,000 |
| Yes | 99 | 1 | 100 | 15,300 |
| N[a] | 17,100 | 200 | | 17,300[c] |
| | Hashish | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 26 | 74 | 100 | 2,000 |
| Yes | 28 | 72 | 100 | 15,300 |
| N[a] | 4,800 | 12,500 | | 17,300[c] |
| | Cocaine | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 40 | 60 | 100 | 2,000 |
| Yes | 40 | 60 | 100 | 15,300 |
| N[a] | 6,800 | 10,500 | | 17,300[c] |
| | Crack | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 15 | 85 | 100 | 2,000 |
| Yes | 14 | 86 | 100 | 15,300 |
| N[a] | 2,500 | 14,800 | | 17,300[c] |
| | Angel Dust (PCP) | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 10 | 90 | 100 | 2,000 |
| Yes | 8 | 92 | 100 | 15,300 |
| N[a] | 1,400 | 15,900 | | 17,300[c] |

Table B-20. Service receipt by ever using hard drugs (continued)

| Service Receipt | Type of Drug | | | |
|---|---|---|---|---|
| | Ice | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 2 | 98 | 100 | 2,00 |
| Yes | 0 | 100 | 100 | 15,300 |
| N[a] | 0 | 17,300 | | 17,300[c] |
| | Heroin | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 8 | 92 | 100 | 2,000 |
| Yes | 6 | 94 | 100 | 15,300 |
| N[a] | 1,100 | 16,200 | | 17,300[c] |
| | Crystal Meth | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 27 | 73 | 100 | 2,000 |
| Yes | 13 | 87 | 100 | 15,300 |
| N[a] | 2,600 | 14,700 | | 17,300[c] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 400

[c] Total N represents number of youths who have ever used any hard drugs

Table B-21. Service receipt by ever drinking alcohol

| Service receipt | Ever Drank Alcohol | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 69 | 31 | 100 | 5,200 |
| Yes | 82 | 18 | 100 | 29,000 |
| Total N[a] | 27,400 | 6,800 | | 34,200[b] |

[a] All weighted totals rounded to nearest 100

[b] Frequency Missing = 400

Table B-22. Service receipt by drinking alcohol in prior 30 days of interview

| Service receipt | Drank Alcohol Last 30 Days | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 43 | 57 | 100 | 5,600 |
| Yes | 54 | 46 | 100 | 29,000 |
| Total N[a] | 14,900 | 19,700 | | 34,600 |

[a] All weighted totals rounded to nearest 100

Table B-23. Service receipt by having problems with the law since discharge

| Service receipt | Problems with the Law | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 20 | 80 | 100 | 5,600 |
| Yes | 27 | 73 | 100 | 29,000 |
| Total N[a] | 8,800 | 25,800 | | 34,600 |

Service receipt by type of legal problem since discharge

| Service receipt | | | | |
|---|---|---|---|---|
| | Incident Involve Drugs | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 46 | 54 | 100 | 1,100 |
| Yes | 52 | 48 | 100 | 7,700 |
| N[a] | 4,500 | 4,300 | | 8,800[b] |
| | Formal Charges Filed | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 87 | 13 | 100 | 1,100 |
| Yes | 78 | 22 | 100 | 7,700 |
| N[a] | 7,000 | 1,800 | | 8,800[b] |

[a] all weighted totals rounded to nearest 100

[b] Total N[a] represents number of respondents who reported having had legal problems

Table B-24. Service receipt by basic resources at time of interview

| Service Receipt | Basic Resources | | | |
|---|---|---|---|---|
| | Driver's License | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 46 | 54 | 100 | 5,600 |
| Yes | 49 | 51 | 100 | 29,000 |
| N[a] | 16,700 | 17,900 | | 34,600 |

[a]All weighted totals rounded to nearest 100

| | Car | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| No | 36 | 64 | 100 | 5,500 |
| Yes | 32 | 68 | 100 | 28,900 |
| N[a] | 11,100 | 23,300 | | 34,400[b] |

[a]All weighted totals rounded to nearest 100
[b]Frequency Missing = 200

| | Car Insurance | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| No | 82 | 18 | 100 | 2,800 |
| Yes | 62 | 38 | 100 | 9,100 |
| N[a] | 7,200 | 3,900 | | 11,100[c] |

[a]All weighted totals rounded to nearest 100
[c]Frequency Missing = 200

| | Credit Cards | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| No | 15 | 85 | 100 | 5,600 |
| Yes | 17 | 83 | 100 | 29,000 |
| N[a] | 5,700 | 28,900 | | 34,600 |

[a]All weighted totals rounded to nearest 100

| | Checking Account | | | |
|---|---|---|---|---|
| | Yes | No | Total Percent | Total N[a] |
| No | 33 | 67 | 100 | 5,600 |
| Yes | 27 | 73 | 100 | 29,000 |
| N[a] | 9,900 | 24,700 | | 34,600 |

[a]All weighted totals rounded to nearest 100

Table B-24. Service receipt by basic resources at time of interview (continued)

| Service Receipt | Basic Resources | | | |
|---|---|---|---|---|
| | Savings Account | | | |
| | Yes | No | Total Percent | Total N[a] |
| No | 41 | 59 | 100 | 5,600 |
| Yes | 33 | 67 | 100 | 29,000 |
| N[a] | 11,900 | 22,700 | | 34,600 |

[a] All weighted totals rounded to nearest 100

Table B-25. Service receipt by serving in the military

| | Military Service | | | |
|---|---|---|---|---|
| Service receipt | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 2 | 98 | 100 | 5,200 |
| Yes | 8 | 92 | 100 | 28,700 |
| Total N[a] | 2,200 | 31,700 | | 33,900[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-26. Service receipt by knowing what occupation wanted to pursue at discharge from foster care

| | Occupation Knowledge | | | |
|---|---|---|---|---|
| Service receipt | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 30 | 70 | 100 | 5,500 |
| Yes | 35 | 65 | 100 | 29,000 |
| Total N[a] | 11,700 | 22,800 | | 34,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-27. Service receipt by having a drivers license at discharge from foster care

| | Driver's License | | | |
|---|---|---|---|---|
| Service receipt | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 15 | 85 | 100 | 5,500 |
| Yes | 24 | 76 | 100 | 29,000 |
| Total N[a] | 7,700 | 26,800 | | 34,500[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 100

Table B-28. Service receipt by having at least $250 at discharge from foster care

| Service receipt | Have at Least $250 | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 13 | 87 | 100 | 5,500 |
| Yes | 33 | 67 | 100 | 28,900 |
| Total N[a] | 10,300 | 24,100 | | 34,400[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 200

Table B-29. Service receipt by having pots and pans at discharge from foster care

| Service receipt | Have Pots and Pans | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 14 | 86 | 100 | 5,500 |
| Yes | 17 | 83 | 100 | 28,900 |
| Total N[a] | 5,700 | 28,800 | | 34,400[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 200

Table B-30. Service receipt by having a place to live at discharge from foster care

| Service receipt | Place to Live at Discharge | | | |
|---|---|---|---|---|
| | Yes (Percent) | No (Percent) | Total Percent | Total N[a] |
| No | 67 | 33 | 100 | 5,500 |
| Yes | 82 | 18 | 100 | 28,900 |
| Total N[a] | 27,300 | 7,100 | | 34,400[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 200

Table B-31. Age entered foster care by service receipt

| Age entered foster care | Service Receipt | | | |
|---|---|---|---|---|
| | No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
| 0-12 | 12 | 88 | 100 | 10,600 |
| 13-15 | 16 | 84 | 100 | 14,200 |
| 16+ | 22 | 78 | 100 | 9,800 |
| Total N | 5,600 | 29,000 | | 34,600 |

[a] all weighted totals rounded to nearest 100

Table B-32. Age left foster care by service receipt

| Age left | Service Receipt | | | |
|---|---|---|---|---|
| | No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
| 16 | 14 | 86 | 100 | 7,700 |
| 17 | 24 | 76 | 100 | 9,000 |
| 18 | 13 | 88 | 100 | 11,700 |
| 19+ | 16 | 84 | 100 | 6,000 |
| Total N | 5,500 | 28,900 | | 34,400[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 200

Table B-33. Goal at entrance by service receipt

| Goal at entrance | Service Receipt | | | |
|---|---|---|---|---|
| | No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
| Return home | 15 | 85 | 100 | 16,400 |
| Return relative or other | 11 | 89 | 100 | 2,400 |
| Adoption | 11 | 89 | 100 | 1,200 |
| Permanent foster care | 23 | 77 | 100 | 5,600 |
| Total N[a] | 4,100 | 21,500 | | 25,600[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 9,000

Table B-34. Reason entering foster care by service receipt

| Reason for entering foster care | Service Receipt No (Percent) | Service Receipt Yes (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| Parental problem | 14 | 86 | 100 | 2,800 |
| Abuse/neglect | 13 | 87 | 100 | 15,200 |
| Family dynamics | 20 | 80 | 100 | 5,000 |
| Youth behavior | 17 | 83 | 100 | 11,300 |
| Total N | 5,400 | 28,900 | | 34,300[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 300

Table B-35. Length of time in care by service receipt

| Length of time in care | Service Receipt No (Percent) | Service Receipt Yes (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| 1-6 months | 29 | 71 | 100 | 4,000 |
| 7-12 months | 22 | 78 | 100 | 3,200 |
| 13-24 months | 13 | 87 | 100 | 5,500 |
| 25-60 months | 17 | 83 | 100 | 10,900 |
| 61+ months | 12 | 88 | 100 | 10,600 |
| Total N | 5,200 | 29,000 | | 34,200[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 400

Table B-36. Number of living arrangements by service receipt

| Number of living arrangements | Service Receipt No (Percent) | Service Receipt Yes (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| 1 | 23 | 77 | 100 | 6,600 |
| 2 | 14 | 86 | 100 | 7,700 |
| 3 | 15 | 85 | 100 | 7,400 |
| 4 | 11 | 89 | 100 | 2,800 |
| 5+ | 17 | 83 | 100 | 9,500 |
| Total N[a] | 5,600 | 28,400 | | 34,000[b] |

Table B-37. Number of placements into foster care by service receipt

| Number of placements | Service Receipt |  |  |  |
|---|---|---|---|---|
|  | No | Yes | Total Percent | Total N[a] |
| 1 | 17 | 83 | 100 | 27,600 |
| 2 | 14 | 86 | 100 | 4,400 |
| 3 | 17 | 83 | 100 | 700 |
| 4 | 16 | 84 | 100 | 200 |
| 5+ | 18 | 82 | 100 | 1,100 |
| Total N[a] | 5,600 | 28,400 |  | 34,600[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 600

Table B-38. Last living arrangement by service receipt

| Last living arrangement | Service Receipt |  |  |  |
|---|---|---|---|---|
|  | No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
| Emergency shelter | 21 | 79 | 100 | 800 |
| Foster home | 13 | 87 | 100 | 14,900 |
| Group care | 17 | 83 | 100 | 11,600 |
| ILA | 4 | 96 | 100 | 1,700 |
| Total N[a] | 4,200 | 24,800 |  | 29,000[b] |

[a] All weighted totals rounded to nearest 100
[b] Frequency Missing = 5,600

Table B-39. Handicapping condition by service receipt

| Handicapping condition | Service Receipt |  |  |  |
|---|---|---|---|---|
|  | No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
| Yes | 19 | 81 | 100 | 15,400 |
| No | 15 | 85 | 100 | 15,500 |
| Total N |  |  |  | 30,900[b] |

[a] all weighted totals rounded to nearest 100
[b] Frequency Missing = 3,700

Table B-40. Gender by service receipt

| Gender | Service Receipt<br>No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| Male | 14 | 86 | 100 | 15,200 |
| Female | 18 | 82 | 100 | 19,400 |
| Total N | 5,600 | 29,000 | | 34,600 |

[a]all weighted totals rounded to nearest 100

Table B-41. Race by service receipt

| Race | Service Receipt<br>No (Percent) | Yes (Percent) | Total Percent | Total N[a] |
|---|---|---|---|---|
| White, not Hispanic | 16 | 84 | 100 | 20,900 |
| Hispanic | 17 | 83 | 100 | 1,500 |
| Black | 19 | 81 | 100 | 10,700 |
| Asian | * | * | * | 600 |
| Native American | * | * | * | 200 |
| Total N | 5,200 | 28,700 | | 33,900[b] |

*N too small to estimate
[a]all weighted totals rounded to nearest 100
[b]Frequency Missing = 700

# APPENDIX C: FINDINGS FROM THE FOUR REGRESSION MODELS

Table C-1. Regression coefficients for the logistic regression of maintained job ≥ 1 year on skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/Any service[a] | Number of services[b] | 5 core skill areas[c] | 10 core skill areas[d] |
| Intercept | -3.09 | -3.36 | -3.11 | -3.32 |
| Skills training | | | | |
| None/any[a] | -.09 | -- | -- | -- |
| Number of services[b] | -- | .02 | -- | -- |
| Mini-program[c] | -- | -- | .84* | -- |
| Comprehensive[d] | -- | -- | -- | .57 |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | .71 | .63 | .58 | .61 |
| Both | .48 | .33 | .29 | .34 |
| Gender: male | .73 | .71 | .70 | .71 |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.48* | -.48* | -.47* | -.49* |
| Hispanic | -.16 | -.13 | -.13 | -.14 |
| Education: HSG[g] | .72** | .63* | .61* | .63* |
| Employed during FC | .63* | .60* | .61* | .60* |
| Disabling conditions | | | | |
| Emotional | -.73** | -.73** | -.74*** | -.72** |
| Handicapped | -.75* | -.77* | -.74* | -.75* |
| Drug problems | -.48 | -.48 | -.44 | -.46 |
| Health problems | -.61* | -.51 | -.47 | -.51 |
| Characteristics of FC | | | | |
| Age at entry | .10 | .10 | .10 | .10 |
| Length of care | .01 | .01 | .01 | .01 |
| Number of arr. | -.15 | -.15* | -.14 | -.15* |
| Number of places | -.09 | -.09 | -.09 | -.09 |
| Months since discharge | .02 | .02 | .02 | .02 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | .12 | .09 | .09 | .09 |
| Parent problems | -.10 | -.13 | -.14 | -.13 |
| Youth's behavior | .06 | .04 | .03 | .03 |
| $R^2$ | .12 | .13 | .13 | .13 |

---

[a] Dichotomous measure of service receipt where a 1 indicates at least one skill.

[b] The total number of skills received.

[c] 5 core skill areas is the proportion of skill categories where youth received training. Skill areas include budget, consumer, credit, education, and employment (see text for discussion).

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include budget, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

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Table C-2. Regression coefficients for the logistic regression of ability to access health care on skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/any service[a] | Number of skills[b] | 5 core skill areas[c] | 10 skill areas[d] |
| Intercept | -3.26 | -3.65 | -3.77 | -3.57 |
| Skills training | | | | |
| None/any[a] | -.22 | -- | -- | -- |
| Number of skills[b] | -- | .06*** | -- | -- |
| 5 skill areas[c] | -- | | 1.6*** | -- |
| 10 skill areas[d] | -- | | | 1.5*** |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | -.19 | -.34 | -.46 | -.39 |
| Both | -.57 | -.88* | -.87* | -.87* |
| Gender: male | -.22 | -.26 | -.28 | -.26 |
| Race/Ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.02 | .01 | -.02 | -.02 |
| Hispanic | -.14 | -.10 | -.05 | -.12 |
| Education: HSG[g] | .14 | -.05 | -.08 | -.06 |
| Employed during FC | -.32 | -.40 | -.40 | -.41 |
| Disabling conditions | | | | |
| Emotional | -.60** | -.60** | -.64** | -.59** |
| Handicapped | .16 | .08 | .11 | .11 |
| Drug problems | .12 | .10 | .09 | .12 |
| Health problems | .05 | .19 | .24 | .22 |
| Characteristics of FC | | | | |
| Age at entry | .30* | .31* | .31* | .31* |
| Length of care | .02* | .02* | .02* | .02* |
| Number of arr. | -.02 | -.01 | -.01 | -.01 |
| Number of places | -.15 | -.16 | -.16 | -.15 |
| Months since discharge | -.01 | -.01 | -.01 | -.01 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | -.52** | -.57** | -2.1 | -.57** |
| Parent problems | -.38 | -.46 | -.16 | -.47 |
| Youth's behavior | 0.50** | -.53** | -.53 | -.54** |
| $R^2$ | .05 | .07 | .05 | .08 |

---

[a] Dichotomous measure of service receipt where a 1 indicates at least one skill.

[b] The total number of skills received.

[c] 5 core skills is the proportion of skill categories where youth received training. Skill areas include budget, consumer, credit, education, and employment (see text for discussion).

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include budget, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

Table C-3. Regression coefficients for the logistic regression of high school graduation on receipt of skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/any skills[a] | Number of skills[b] | 5 core skill areas[c] | 10 skill areas[d] |
| Intercept | 1.77 | 1.41 | 1.38 | 1.41 |
| Service receipt | | | | |
| None/any[a] | -.14 | -- | 1.38 | -- |
| Number of services[b] | -- | .02 | -- | -- |
| 5 core areas[c] | -- | -- | .61 | -- |
| 10 skill areas[d] | -- | -- | -- | .42 |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | -.92 | -1.04 | -1.11 | -1.04 |
| Both | .07 | -.08 | -.08 | -.05 |
| Gender: male | .08 | .09 | .11 | .09 |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.19 | -.18 | -.20 | -.19 |
| Hispanic | -1.04* | -1.01* | -1.00* | -1.03* |
| Education: HSG[g] | 5.07*** | 5.00*** | 5.02*** | 5.01*** |
| Employed during FC | -.01 | -.06 | -.08 | -.06 |
| Disabling conditions | | | | |
| Emotional | .10 | .13 | .11 | .13 |
| Handicapped | -.73* | -.74** | -.71** | -.73** |
| Drug problems | -.64*** | -.67*** | -.69*** | -.66*** |
| Health problems | .55 | .58 | .60* | .58 |
| Characteristics of FC | | | | |
| Age at entry | -.07 | -.07 | -.00 | -.07 |
| Length of care | .00 | -.00 | .00 | -.00 |
| Number of arr. | -.20* | -.20* | -.19* | -.20* |
| Number of places | -.21* | -.21 | -.22* | -.21 |
| Months since discharge | -.00 | -.00 | .00 | .00 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | -.01 | -.06 | -.06 | -.05 |
| Parent problems | -.41 | -.53 | -.44 | -.51 |
| Youth's behavior | -.13 | -.18 | -.18 | -.17 |
| $R^2$ | .42 | .42 | .42 | .42 |

---

[a] Dichotomous measure of skills training where a 1 indicates at least one skill.

[b] The total number of skills trained.

[c] 5 core skills is the proportion of skills categories where youth received training. Service areas include money, consumer, credit, education, and employment. See text for discussion.

[d] 10 skill areas is the proportion of skills categories where youth received services. Service areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

Table C-4. Regression coefficients for the logistic regression of "no cost to community" on receipt of skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/any skill[a] | Number of skills[b] | 5 core skill areas[c] | 10 skill areas[d] |
| Intercept | 6.54 | 6.04 | 6.48 | 6.05 |
| Skills training | | | | |
| None/any[a] | -.33 | -- | -- | |
| Number of services[b] | -- | .01 | -- | |
| Mini-program[c] | -- | -- | .70** | |
| Comprehensive[d] | -- | -- | -- | .16 |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | -.26 | -.34 | -.39 | -.35 |
| Both | .36 | .27 | .16 | .27 |
| Gender: male | 1.08** | 1.06** | 1.04** | 1.06** |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.65* | -.64* | -.62* | -.64* |
| Hispanic | -.84 | -.82 | -.83 | -.83 |
| Education: HSG[g] | .57* | .51* | .47* | .50* |
| Employed during FC | .35 | .33 | .29 | .32 |
| Disabling conditions | | | | |
| Emotional | .16 | .19 | .21 | .19 |
| Handicapped | -.88* | -.88* | -.88* | -.87* |
| Drug problems | -.82** | -.84** | -.78** | -.84** |
| Health problems | .22 | .26 | .29 | .26 |
| Characteristics of FC | | | | |
| Age at entry | -.28* | -.27* | -.29** | -.27* |
| Length of care | -.02** | -.02** | -.02** | -.02** |
| Number of arr. | -.22** | -.22** | -.22** | -.22** |
| Number of places | -.09 | -.08 | -.08 | -.08 |
| Months since discharge | -.02 | -.02 | -.02 | -.02 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | .28 | .25 | .01 | .25 |
| Parent problems | .79 | .75 | .45 | .76 |
| Youth's behavior | .42 | .41 | .41 | .41 |
| $R^2$ | .12 | .12 | .13 | .12 |

---

[a] Dichotomous measure of skills training where a 1 indicates at least one skill.

[b] The total number of skills training received.

[c] 5 core skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, and employment (see text for discussion).

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

Table C-5. Regression coefficients for the logistic regression of avoiding early parenthood on receipt of skills training, controlling for youth and foster care characteristics

| Independent measures | None/any skills[a] | Number of skills[b] | 5 core skill areas[c] | 10 skill areas[d] |
|---|---|---|---|---|
| | Models based on different skills training definitions | | | |
| Intercept | 5.0 | 5.72 | 5.5 | 5.68 |
| Skills training | | | | |
| None/any[a] | .57 | -- | -- | |
| Number of skills[b] | -- | -.00 | -- | |
| 5 skill areas[c] | -- | -- | .22 | |
| 10 skill areas[d] | -- | -- | -- | .06 |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | -.61 | -.48 | -.54 | -.49 |
| Both | -.36 | -.23 | -.29 | -.26 |
| Gender: male | 2.15*** | 2.16*** | 2.16*** | 2.16*** |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.25 | -.28 | -.28 | -.28 |
| Hispanic | -.08 | -.07 | -.04 | -.06 |
| Education: HSG[g] | .14 | .21 | .18 | .20 |
| Employed during FC | -.51** | -.49* | -.50** | -.49* |
| Disabling conditions | | | | |
| Emotional | .76* | .70* | .69* | .70* |
| Handicapped | .15 | .18 | .16 | .17 |
| Drug problems | -.63* | -.59* | -.61* | -.59* |
| Health problems | .15 | .06 | .11 | .08 |
| Characteristics of FC | | | | |
| Age at entry | -.24** | -.25** | -.25** | -.25** |
| Length of care | -.01* | -.01** | -.01* | -.01** |
| Number of arr. | -.24** | -.23*** | -.23** | -.23*** |
| Number of places | -.05 | -.06 | -.06 | -.06 |
| Months since discharge | -.03 | -.03* | -.03 | -.03 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | -.50 | -.46 | -.47 | -.46 |
| Parent problems | -.08 | -.06 | -.08 | -.07 |
| Youth's behavior | -.19 | -.18 | -.18 | -.18 |
| $R^2$ | .21 | .21 | .21 | .21 |

---

[a] Dichotomous measure of skills training where a 1 indicates at least one skill.

[b] The total number of skills received.

[c] 5 skill areas the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, and employment. See text for discussion.

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

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Table C-6. Regression coefficients for the logistic regression of overall happiness on receipt of skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/any skills[a] | Number of skills[b] | 5 core Skill areas[c] | 10 skill areas[d] |
| Intercept | -.52 | -1.27 | -1.3 | |
| Skills training | | | | |
| None/any[a] | -.31 | -- | -- | |
| Number of skills[b] | -- | .04* | -- | |
| 5 skills areas[c] | -- | -- | .85** | |
| 10 skill areas[d] | -- | -- | -- | .78* |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | .10 | -.07 | -.11 | -.09 |
| Both | .69* | .45 | .48 | .48 |
| Gender: male | -.47 | -.51 | -.52 | -.51 |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | .19 | .21 | .19 | .19 |
| Hispanic | .30 | .34 | .36 | .33 |
| Education: HSG[g] | -.32* | -.49** | -.50** | -.48** |
| Employed during FC | .10 | .04 | .04 | .04 |
| Disabling conditions | | | | |
| Emotional | .04 | .08 | .06 | .08 |
| Handicapped | .02 | -.02 | .01 | .00 |
| Drug problems | -.53* | -.57* | -.57* | -.55* |
| Health problems | -.89 | -.75 | -.73 | -.75 |
| Characteristics of FC | | | | |
| Age at entry | .07 | .09 | .09 | .09 |
| Length of care | .01 | .01 | .01 | .01 |
| Number of arr. | -.05 | -.05 | -.04 | -.05 |
| Number of places | -.14 | -.14 | -.14 | -.13 |
| Months since discharge | -.01 | -.01 | -.00 | -.01 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | -.04 | -.02 | -.01 | -.01 |
| Parent problems | .24 | .16 | .16 | .17 |
| Youth's behavior | -.21 | -.24 | -.24 | -.24 |
| $R^2$ | .05 | .05 | .05 | .05 |

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[a] Dichotomous measure of skills training where a 1 indicates at least one skill.

[b] The total number of skills received.

[c] 5 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, and employment (see text for discussion).

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

Table C-7. Regression coefficients for the linear regression of social network on skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/any skills[a] | Number of skills[b] | 5 core skill areas[c] | 10 skill areas[d] |
| Intercept | 2.1 | 1.78 | 2.17 | 1.79 |
| Skills training | | | | |
| None/any[a] | -.23 | -- | -- | |
| Number of skills[b] | -- | .00 | -- | |
| 5 skill areas[c] | -- | -- | .17 | |
| 10 skill areas[d] | -- | -- | -- | .06 |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | .42 | .37 | .40 | .37 |
| Both | .43 | .37 | .35 | .37 |
| Gender: male | -.44** | -.45** | -.45** | -.45** |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.20 | -.19 | -.18 | -.19 |
| Hispanic | .26 | .27 | .24 | .27 |
| Education: HSG[g] | -.01 | -.04 | -.05 | -.05 |
| Employed during FC | .12 | .13 | .11 | .13 |
| Disabling conditions | | | | |
| Emotional | -.27 | -.26 | -.25 | -.25 |
| Handicapped | -.73* | -.74* | -.69* | -.73* |
| Drug problems | .36 | .35 | .37 | .35 |
| Health problems | .04 | .07 | .07 | .07 |
| Characteristics of FC | | | | |
| Age at entry | .03 | .04 | .02 | .04 |
| Length of care | .00 | .00 | .00 | .00 |
| Number of arr. | -.06 | -.07 | -.07 | -.07 |
| Number of places | -.04 | -.03 | -.03 | -.03 |
| Months since discharge | -.00 | -.00 | -.00 | -.00 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | .16 | .15 | .15 | .15 |
| Parent problems | .15 | .16 | .16 | .16 |
| Youth's behavior | .37** | .38** | .38** | .38** |
| $R^2$ | .11 | .10 | .10 | .10 |

---

[a] Dichotomous measure of skills training where a 1 indicates at least one skill.

[b] The total number of skills received.

[c] 5 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment. See text for discussion.

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

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Table C-8. Regression coefficients for the linear regression of overall outcome on receipt of skills training, controlling for youth and foster care characteristics

| Independent measures | Models based on different skills training definitions | | | |
|---|---|---|---|---|
| | None/Any skills[a] | Number of skills[b] | 5 Core skill areas[c] | 10 skill areas[d] |
| Intercept skills training | 5.3 | 5.06 | 5.1 | 5.12 |
| None/any[a] | .05 | -- | -- | |
| Number of skills[b] | -- | .04** | -- | |
| 5 skill areas[c] | -- | -- | .96** | |
| 10 skill areas[d] | -- | -- | -- | .82** |
| Type of delivery[e] | | | | |
| Informal only | -- | -- | -- | -- |
| Formal only | -.15 | -.23 | -.29 | -.26 |
| Both | .14 | -.03 | -.04 | -.02 |
| Gender: male | .49* | .48* | .45* | .48* |
| Race/ethnicity[f] | | | | |
| White, not Hispanic | -- | -- | -- | -- |
| Black, not Hispanic | -.30 | -.28 | -.28* | -.30 |
| Hispanic | -.29 | -.25 | -.25 | -.26 |
| Education: HSG[g] | .97*** | .85*** | .83*** | .85*** |
| Employed during FC | .04 | -.00 | .01 | -.00 |
| Disabling conditions | | | | |
| Emotional | -.13 | -.12 | -.12 | -.12 |
| Handicapped | -.44** | -.48** | -.44 | -.46** |
| Drug problems | -.48** | -.50** | -.48** | -.48** |
| Health problems | -.09 | -.01 | .01 | -.00 |
| Characteristics of FC | | | | |
| Age at entry | -.04 | -.03 | -.04* | -.04 |
| Length of care | -.00 | -.00 | -.00** | -.00 |
| Number of arr. | -.20** | -.19** | -.19* | -.19** |
| Number of places | -.11* | -.11* | -.11* | -.11* |
| Months since discharge | -.01 | -.01 | -.01 | -.01 |
| Reason for entering[h] | | | | |
| Family dynamics | -- | -- | -- | -- |
| Abuse/neglect | -.03 | -.06 | -.06 | -.06 |
| Parent problems | .08 | .03 | .01 | .03 |
| Youth's behavior | -.03 | -.05 | -.05 | -.05 |
| $R^2$ | .21 | .23 | .24 | .23 |

---

[a] Dichotomous measure of skills training where a 1 indicates at least one skill.

[b] The total number of skills received.

[c] 5 core skill areas is the proportion of skill categories where youth received skill training. Skill areas include money, consumer, credit, education, and employment. See text for discussion.

[d] 10 skill areas is the proportion of skill categories where youth received training. Skill areas include money, consumer, credit, education, employment, socialization, home management, health, family planning, and housing. See text for discussion.

[e] Type of service delivery coefficients reflect the "difference" from the omitted category, informal only.

[f] Coefficients reflect the difference from the omitted category, "white, not Hispanic" (includes "other race").

[g] Indicates youth had graduated from high school before discharge.

[h] Coefficients reflect the difference from the omitted category, "Family Dynamics."

# APPENDIX D: CORRELATION ANALYSIS

## APPENDIX D

A = HOW TO BUDGET MONEY
B = OPEN A BANK ACCOUNT
C = HOW TO BALANCE A CHECKBOOK
D = OBTAIN A CREDIT CARD
E = BUY A CAR
F = GET CAR INSURANCE
G = GET HEALTH INSURANCE
H = HOW TO MAKE FRIENDS
I = GET HEALTH CARE
J = HOW TO MAKE DECISIONS ABOUT BIRTH CONTROL
K = PREPARE MEALS
L = CHOOSE NUTRITIONALLY GOOD FOOD
M = HOW TO FIND A JOB
N = FIND OPPORTUNITIES FOR TRAINING AND EDUCATION
O = FIND A PLACE TO LIVE
P = DO HOUSEKEEPING
Q = SHOP
R = OBTAIN LEGAL ASSISTANCE
S = LOCATE COMMUNITY RESOURCES
T = SET AND ACHIEVE GOALS
U = TELL OTHER PEOPLE HOW YOU FEEL
V = EXPRESS YOUR OPINION
W = MAKE DECISIONS

```
                                             Correlation Analysis

23 'VAR' Variables:  NI17A    NI17B    NI17C    NI17D    NI17E    NI17F    NI17G    NI17H    NI17I    NI17J    NI17K    NI17L
                     NI17M    NI17N    NI17O    NI17P    NI17Q    NI17R    NI17S    NI17T    NI17U    NI17V    NI17W

                                              Simple Statistics

          Variable                N           Mean        Std Dev            Sum        Minimum        Maximum

          NI17A                 810       0.400294       0.490261     324.237841              0       1.000000
          NI17B                 810       0.408958       0.491945     331.255961              0       1.000000
          NI17C                 810       0.306941       0.461510     248.622444              0       1.000000
          NI17D                 810       0.110106       0.313215      89.186024              0       1.000000
          NI17E                 810       0.146660       0.353985     118.794449              0       1.000000
          NI17F                 810       0.156794       0.363831     127.003354              0       1.000000
          NI17G                 810       0.137679       0.344776     111.520163              0       1.000000
          NI17H                 810       0.411958       0.492492     333.686236              0       1.000000
          NI17I                 810       0.251048       0.433884     203.348830              0       1.000000
          NI17J                 810       0.460540       0.498748     373.037578              0       1.000000
          NI17K                 810       0.636653       0.481261     515.688813              0       1.000000
          NI17L                 810       0.576410       0.494432     466.891972              0       1.000000
          NI17M                 810       0.418529       0.493623     339.008425              0       1.000000
          NI17N                 810       0.423075       0.494352     342.690910              0       1.000000
          NI17O                 810       0.264919       0.441563     214.584705              0       1.000000
          NI17P                 810       0.638152       0.480832     516.903111              0       1.000000
          NI17Q                 810       0.526310       0.499616     426.310996              0       1.000000
          NI17R                 810       0.206516       0.405055     167.277864              0       1.000000
          NI17S                 810       0.427922       0.495083     346.616828              0       1.000000
          NI17T                 810       0.572982       0.494951     464.115714              0       1.000000
          NI17U                 810       0.557840       0.496950     451.850143              0       1.000000
          NI17V                 810       0.587793       0.492536     476.112233              0       1.000000
          NI17W                 810       0.599365       0.490330     485.485580              0       1.000000
```

```
                                          Correlation Analysis

                   Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0 / N = 810  / WEIGHT Var = NORMWGT

           NI17A     NI17B     NI17C     NI17D     NI17E     NI17F     NI17G     NI17H     NI17I     NI17J     NI17K     NI17L

 NI17Q   0.47577   0.45327   0.38039   0.22786   0.28070   0.30839   0.25756   0.47799   0.36532   0.44336   0.57209   0.53869
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001

 NI17R   0.38577   0.40597   0.35211   0.21957   0.32624   0.31532   0.32961   0.36397   0.38445   0.31392   0.30791   0.31999
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001

 NI17S   0.40273   0.39082   0.35896   0.22470   0.32446   0.29328   0.31776   0.43922   0.38761   0.35143   0.50391   0.45811
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001

 NI17T   0.51181   0.49576   0.45721   0.27570   0.30858   0.31786   0.27001   0.48302   0.34002   0.38836   0.51221   0.51203
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001

 NI17U   0.42746   0.42048   0.38776   0.21463   0.27089   0.29657   0.23753   0.57369   0.31600   0.49075   0.47806   0.54717
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001

 NI17V   0.46206   0.42697   0.39114   0.21066   0.27209   0.27988   0.24646   0.49805   0.29174   0.51929   0.50786   0.55467
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001

 NI17W   0.51902   0.51112   0.44046   0.23826   0.29776   0.31874   0.25635   0.50568   0.33870   0.54827   0.55919   0.63932
          0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001    0.0001
```

```
                                              Correlation Analysis

                  Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0 / N = 810  / WEIGHT Var = NORMWGT

               NI17M      NI17N      NI17O      NI17P      NI17Q      NI17R      NI17S      NI17T      NI17U      NI17V      NI17W

 NI17A       0.55181    0.47432    0.46625    0.28588    0.47577    0.38577    0.40273    0.51181    0.42746    0.46206    0.51902
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17B       0.53729    0.48096    0.51384    0.32137    0.45327    0.40597    0.39082    0.49576    0.42048    0.42697    0.51112
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17C       0.48562    0.37446    0.43586    0.26752    0.38039    0.35211    0.35896    0.45721    0.38776    0.39114    0.44046
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17D       0.27049    0.23465    0.29416    0.17104    0.22786    0.21957    0.22470    0.27570    0.21463    0.21066    0.23826
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17E       0.40280    0.33410    0.44567    0.15859    0.28070    0.32624    0.32446    0.30858    0.27089    0.27209    0.29776
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17F       0.42016    0.37933    0.38494    0.16031    0.30839    0.31532    0.29328    0.31786    0.29657    0.27988    0.31874
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17G       0.36656    0.35626    0.34087    0.12967    0.25756    0.32961    0.31776    0.27001    0.23753    0.24646    0.25635
              0.0001     0.0001     0.0001     0.0002     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17H       0.43959    0.36215    0.37858    0.35523    0.47799    0.36397    0.43922    0.48302    0.57369    0.49805    0.50568
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17I       0.41845    0.45860    0.35665    0.25783    0.36532    0.38445    0.38761    0.34002    0.31600    0.29174    0.33870
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17J       0.48180    0.48893    0.36021    0.40596    0.44336    0.31392    0.35143    0.38836    0.49075    0.51929    0.54827
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17K       0.37693    0.37714    0.28988    0.62943    0.57209    0.30791    0.50391    0.51221    0.47806    0.50786    0.55919
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17L       0.52090    0.46783    0.37047    0.48675    0.53869    0.31999    0.45811    0.51203    0.54717    0.55467    0.63932
              0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17M       1.00000    0.57535    0.52155    0.30855    0.41404    0.36820    0.38617    0.52348    0.49193    0.52537    0.54733
              0.0        0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17N       0.57535    1.00000    0.49700    0.30049    0.42641    0.35368    0.43144    0.53907    0.43604    0.45527    0.52766
              0.0001     0.0        0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17O       0.52155    0.49700    1.00000    0.30504    0.45787    0.38794    0.34921    0.43295    0.36205    0.36959    0.41395
              0.0001     0.0001     0.0        0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001

 NI17P       0.30855    0.30049    0.30504    1.00000    0.61166    0.29045    0.43257    0.41080    0.40694    0.41405    0.46665
              0.0001     0.0001     0.0001     0.0        0.0001     0.0001     0.0001     0.0001     0.0001     0.0001     0.0001
```

```
                                                   Correlation Analysis

                  Pearson Correlation Coefficients / Prob > |R| under Ho: Rho=0 / N = 810  / WEIGHT Var = NORMWGT

                  NI17M       NI17N       NI17O       NI17P       NI17Q       NI17R       NI17S       NI17T       NI17U       NI17V       NI17W

 NI17Q          0.41404     0.42641     0.45787     0.61166     1.00000     0.39722     0.53989     0.49316     0.47911     0.53835     0.55506
                 0.0001      0.0001      0.0001      0.0001      0.0         0.0001      0.0001      0.0001      0.0001      0.0001      0.0001

 NI17R          0.36820     0.35368     0.38794     0.29045     0.39722     1.00000     0.37979     0.38410     0.33625     0.33127     0.33374
                 0.0001      0.0001      0.0001      0.0001      0.0001      0.0         0.0001      0.0001      0.0001      0.0001      0.0001

 NI17S          0.38617     0.43144     0.34921     0.43257     0.53989     0.37979     1.00000     0.49757     0.46675     0.47513     0.49496
                 0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0         0.0001      0.0001      0.0001      0.0001

 NI17T          0.52348     0.53907     0.43295     0.41080     0.49316     0.38410     0.49757     1.00000     0.59683     0.64058     0.66329
                 0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0         0.0001      0.0001      0.0001

 NI17U          0.49193     0.43604     0.36205     0.40694     0.47911     0.33625     0.46675     0.59683     1.00000     0.79239     0.70882
                 0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0         0.0001      0.0001

 NI17V          0.52537     0.45527     0.36959     0.41405     0.53835     0.33127     0.47513     0.64058     0.79239     1.00000     0.80259
                 0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0         0.0001

 NI17W          0.54733     0.52766     0.41395     0.46665     0.55506     0.33374     0.49496     0.66329     0.70882     0.80259     1.00000
                 0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0001      0.0
```

WESTAT

# A National Evaluation of Title IV-E Foster Care Independent Living Programs For Youth

Final Report

Phase 2 Final Report
Volume 2

# A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth

Contract No. 105-87-1608

Phase 2
Final Report
Volume 2

Prepared for:

Department of Health and Human Services
Administration for Children and Families
Administration for Children Youth and Families
Washington, D.C. 20204

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December 31, 1991

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B Data Analysis B-1
C Questionnaire C-1

# INTRODUCTION

The purpose of this study is to assess the influence of the Independent Living Initiatives on State and local foster care agencies, and their allocation of resources to prepare and support older adolescents (16 years and older) in their transition from substitute care placement to independent living. This study evaluates the impact of the legislation on the overall service delivery system for adolescents served. Three major objectives were established to guide the research effort.

- To describe and assess the influence of P.L. 99-272 on the policies, programs, services, training, and funding provided by State and local (public and private) foster care agencies to prepare and support adolescents in their transition from supervised substitute care placements to independent living.
- To describe and assess the effects of independent living programs/services on adolescents by comparing adolescents (e.g., characteristics and outcomes) who received such specialized services with those who did not receive such services.
- To develop recommendations for service delivery models designed to improve agency provided (direct/purchased) programs and community resource services for adolescents facing independent living.

The first study objective responds to the need to identify the variety of services being implemented to prepare adolescents in substitute care for independent living. Information was collected on policy, services and number served on the year prior to P.L. 99-272, the first year of its implementation and future plans in order to identify objective steps states have taken towards implementing independent living services.

The second objective addresses the effects of independent living services by comparing adolescents who have received such specialized services to those who did not receive such services. Specially, data was gathered to delineate the two groups of adolescents in terms of individual and family backgrounds as well as agency service and placement history experiences. Adolescent post-discharge social adjustment/adaptation, expectations and experiences will also be compared.

The third objective is to integrate the first two objectives by finding associations between the types of services available and their effect on the adolescent population.

Recommendations for service delivery models designed to improve agency-provided (direct/purchased) programs and community resources will be developed.

The study plan emphasized the collection of pertinent information from a wide variety of sources to address the interrelationships between P.L. 99-272, independent living services, and pre-existing environmental factors. The study was also designed to develop, for the first time, national estimates about the characteristics of older youth discharged from care, the number and type of independent living services youth received while in care and ultimately the relationship between outcomes for youth and whether or not they received independent living services. The study design involves a two phase study, a formative evaluation and a summative evaluation. Figure 1, Overview of Research Design, presents a graphic representation of the study design.

Phase I has been completed and the findings were presented in a report submitted August, 1990. Specifically, that phase addressed:

- States' development of independent living policy, program initiatives, training, and organizational components since the passage of P.L. 99-272;
- The demographic case history and family characteristics and service needs of an estimate 34,6000 youth discharged from foster care between January 1, 1987 and July 31, 1988; and
- The number and type of services youth 16 and older received to prepare them for discharge from foster care. The relationship between youths' demographic and case history characteristics and receipt of these services was also explored.

The findings for Phase II were presented in Volume 1 of this report. This volume presents details of the study methodology, sampling, weighting, and estimation procedures.

# APPENDIX A: METHODOLOGY

## METHODOLOGY REPORT

### 1. Sample Design

The sample design for this study utilized a multistage stratified design with probability sampling employed at each stage of selection. At the first stage, eight states were selected from three strata of states using probability proportionate to size of state. The three strata of states were defined by the initiatives states had taken in developing independent living services prior to P.L. 99-272: those with a substantial number of initiatives, those with an average number of initiatives, and those which had few initiatives. The eight states selected were Arizona, California, Illinois, Missouri, New York, Pennsylvania, Tennessee, and the District of Columbia.

The second stage of selection comprised the selection of county clusters. The clusters of counties were formed so that counties within clusters were geographically contiguous, contained a minimum number of foster care adolescents, and represented both urban and rural counties. A total of 22 county clusters (47 counties) was selected. Exhibit A-1 lists the counties selected within each state.

For the third stage, states were asked to provide lists from the selected counties of youth 16 and older who were discharged from foster care between January 1, 1987 and July 31, 1988. Where possible, states (counties) were asked to identify whether or not these youth had received independent living services. In some instances counties were able to identify which youth received services. In other instances the division was made based on the youth's goal or living arrangement. There were also states which could not separate the youth into the two categories. For these states, a simple random sample of youth was selected.

Originally 2,400 abstracts were to be completed. Due to budget constraints the contract was modified to complete 1,700 case record abstracts. To accomplish the change, the original sample of youth (2,700) was randomly subsampled to 2,200 cases, and 1,782 cases were completed. Exhibit A-2 presents the expected sample size for each county cluster, the number of cases actually abstracted, and the number of cases found to be "in scope."

Exhibit A-1. Counties selected within each state

| State | County Cluster |
|---|---|
| California | Los Angeles |
| | Contra Costa, San Joaquin, Stanislaus |
| | Siskiyou, Humboldt, Glenn |
| Tennessee | Shelby |
| | Weahley, Henry, Stewart |
| | Knox, Sevier |
| Arizona | Maricopa |
| | Pima |
| | Coconino, Apache, Navajo, Yavapai |
| Missouri | St. Louis City and County |
| | Jasper, Newton |
| | Stoddard, Dunklin, Cape Giradeau |
| District of Columbia | |
| Illinois | Chicago |
| | Sangamon, Menard, Macon, |
| | Williamson, Saline, Franklin |
| Pennsylvania | Clinton, Tioga, Bradford |
| | Lancaster, Adams, York |
| | Philadelphia |
| New York | Livingston, Monroe, Ontario |
| | Cayuga, Seneca, Cortland |
| | New York City |

Exhibit A-2. County sample size

| County Cluster | Expected Sample Size | Number of Cases Located & Abstracted | Number of Cases In Scope | |
|---|---|---|---|---|
| | | | Received Services | Not Received Services |
| Arizona | | | | |
| Maricopa | 130 | 116 | 102 | 9 |
| Pima | 57 | 50 | 29 | 17 |
| Coconino, Apache, Navajo, Yavapai | 34 | 21 | 11 | 10 |
| California | | | | |
| Los Angeles | 150 | 140 | 32 | 90 |
| Contra Costa, San Joaquin, Stanislaus | 95 | 75 | 42 | 33 |
| Siskiyou, Humboldt, Glenn | 21 | 18 | 15 | 3 |
| District of Columbia | 48 | 42 | 37 | 5 |
| Illinois | | | | |
| Chicago | 203 | 125 | 107 | 14 |
| Sangamon, Menard, Macon | 54 | 44 | 25 | 16 |
| Williamson, Saline, Franklin | 23 | 18 | 7 | 8 |
| Missouri | | | | |
| St. Louis City and County | 110 | 104 | 48 | 52 |
| Jasper, Newton | 19 | 19 | 8 | 10 |
| Stoddard, Dunklin, Cape Girardeau | 22 | 22 | 4 | 18 |
| Pennsylvania | | | | |
| Clinton, Tioga, Bradford | 39 | 39 | 25 | 14 |
| Lancaster, Adams, York | 68 | 62 | 47 | 17 |
| Philadelphia | 382 | 300 | 99 | 129 |
| New York | | | | |
| Livingston, Monroe, Ontario | 100 | 46 | 24 | 21 |
| Cayuga, Seneca, Cortland | 27 | 13 | 10 | 3 |
| New York City | 408 | 359 | 320 | 17 |
| Tennessee | | | | |
| Shelby | 98 | 83 | 57 | 26 |
| Weakley, Henry, Stewart | 29 | 18 | 17 | 1 |
| Knox, Sevier | 83 | 68 | 40 | 28 |
| Total | 2200 | 1782 | 1106 | 541 |

By selecting states and subsequent sampling units using probability sampling, national estimates were produced from the data collected about adolescents. After data processing, a total of 1644 cases were found to be in scope, i.e., youth were 16 or older, discharged during the study time period, were in care for at least one month, and/or were adjudicated dependent. National estimates were obtained by weighting each case in accordance with the probability of being selected. By the use of appropriate weights at each level, the cases obtained were used to represent the much larger database that would have been obtained if all potential data sources had participated and sampling had not been done. The cases were weighted up to represent approximately 34,600 youth. This estimate excludes youth who were in care for less than one month and youth adjudicated delinquent. Out of the 1,644 selected youth, 810 followup interviews were completed. Exhibit A-3 presents the number of interviews completed by state.

It would be reasonable to question whether the findings are subject to bias because the youth who were not found are different from those found. It is impossible to compensate completely for the bias that exists in any sample. However, there are ways to chip away at the bias. The problem of failure to locate selected youth was addressed by applying methods of non-response adjustment that took into account the baseline information that was available from the case records. In particular, account was taken of the differences between the interviewed and not interviewed with respect to a number of variables to discover any systematic differences. These variables included youth's age at time of discharge, gender, race, education level at time of discharge, receipt of services, handicapping conditions, length of time in care, number of placements while in care, number of parental visits last year in care, and the reason youth were placed in care. The differentiating characteristics found to be significantly related were age when discharged from care, receipt of services, and the state from which the youth came. These characteristics were used to stratify the sample of found youth and calculate non-response adjustments which reflected the differences among youth in their locatability. Those youth who are more easily accessible were given smaller nonresponse adjustment weights, thereby representing fewer respondents. This strategy eliminates the portion of the bias associated with nonresponse that is related to the characteristics for which information on the entire sample is available. Further discussion about response bias is presented in Appendix B.

Exhibit A-3. Number of interviews completed per state

| | |
|---|---|
| Arizona | 109 |
| California | 113 |
| District of Columbia | 0 |
| Illinois | 125 |
| Missouri | 78 |
| Pennsylvania | 128 |
| New York | 129 |
| Tennessee | 128 |
| Total | 810 |

## 2. Data Collection

### Overview

*John was discharged from foster care on July 1, 1988, 2 weeks after his 18th birthday. He had completed only 2 years of high school, had sporadically worked at the local McDonald's, and had been in foster care since he was 7 years old. During those 7 years he was in 10 different living arrangements, including two residential care facilities. Although John acted very tough and sure of himself, he had grown up in care without making friends, or establishing relationships with foster parents or group care providers. John's discharge plan was independent living. At the time of discharge, he was given $200 towards rent for an apartment, a plastic bag filled with some clothes, and a few pots and pans. John did not know where he was going to live or how he was going to support himself.*

*Susan was taken into care at age 15 because she was being sexually abused by her father. Although the abuse had been going on for 4 years, it was only discovered when she ran away from home and began telling her story to a counselor at a runaway shelter. Susan had no other relatives and so was referred to the local child welfare agency. She was reluctantly taken into care, because there were no available foster placements for teenagers. Susan was placed in an emergency shelter where she was kept for about one month and then placed in a residential care facility because it was the only placement available. During her stay Susan kept wondering, "why am I being punished and not my father?" At the time of discharge (2 1/2 years later) Susan's discharge plan was to return home. She refused to return home and was planning to move in with her boyfriend, because she had nowhere else to go.*

The situations faced by these two youth are typical of the situations faced by approximately 34,600 youth, 16 and older, discharged from foster care between July 1, 1987 and June 30, 1988. Child welfare agencies are faced with serving an ever increasing number of adolescents in substitute care, and the growing responsibility of providing for their needs as they prepare for discharge from care.

Congressional concern about this issue resulted in the passage of the Independent Living Initiatives, Public Law 99-272, Comprehensive Omnibus Budget Reconciliation Act of 1985. Initially the law authorized funds for states in fiscal years 1987 and 1988 to establish and carry out programs for assisting children 16 years and older to make the transition to independent living. The program areas include:

- Enabling participants to seek a high school diploma or its equivalent, or vocational training;
- Providing training in daily living skills;
- Providing individual and group counseling;
- Establishing outreach programs; and
- Providing other necessary services.

The study, **A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth**, was designed to assess the influence of the Independent Living Initiatives on the policies, programs, services, training and funding provided by state and local foster care agencies to prepare and support adolescents in their transition to independent living. The study was also intended to develop, for the first time, national estimates about the characteristics of older youth discharged from care; the number and type of independent living services youth received while in care; and the relationship between outcomes for discharged youth and whether or not they had received independent living services.

The study was divided into two phases. Phase I was completed in August 1989 and provided a description of the policies, programs and services that exist, as well as information about the characteristics of the older youth discharged from care. Phase II of the study described and assessed the effects of independent living programs on the adaptation of foster care youth after leaving the foster care system.

The first task in Phase II was to locate the sample youth discharged from foster care during Phase I in order to conduct followup interviews. By the time Phase II interviewing began the sample youth had been discharged from foster care for some 2 to 4 years, and the study's respondents were by then young adults.

Information was collected on such outcomes as the ability to obtain suitable housing, find employment, develop healthy social relationships, acquire daily living skills, and achieve economic self-sufficiency without public assistance. Respondents were also asked questions about the services they had received while in care, for their views about how they might have been better prepared for discharge from care, and what recommendations they had for improving conditions for others like themselves.

In Phase I, once the sample had been selected, caseworkers were hired in each of the sample states to abstract information from closed cases. Abstractors filled out a Case Record Abstract Form (Exhibit A-4) and a Respondent Information Summary Sheet or RISS (Exhibit A-5) for each youth in the sample.

Tracing was to begin in November 1989 and the plan was for each RISS to be completely filled out so as to give telephone tracers as much information as possible when attempting to locate respondents. Unfortunately, this was not possible in the majority of cases. In several states closed cases were inaccessible, and case information simply did not exist for a large number of other cases. We also suspect that some abstractors, who were paid on a per-case basis, did not spend the time to examine each record carefully enough to find the detailed information that was needed.

In addition, approximately 400 cases were returned with a completely blank RISS, or one containing only the name or partial name of the respondent due to confidentiality restrictions in certain states and counties.

Phase II of the study was conducted in three stages:

- Telephone Tracing;
- Telephone Interviewing; and
- Field Tracing and Field Interviewing

The first stage of Phase II, conducted while awaiting OMB clearance, consisted of tracing and locating respondents and screening them to determine if they would be willing to participate, and if willing, to obtain information regarding their whereabouts 3 to 4 months hence. However, because of a delay in obtaining OMB clearance, between 8 and 12 months passed before first contact, and it soon became evident that retracing of respondents would be necessary.

The second stage consisted of the telephone interviewing or re-locating stage of a large part of the sample. Once OMB clearance had been obtained, interviewers began locating the respondents anew to conduct the interview. Interviewers were instructed to call the telephone number given by respondents during the initial tracing stage. If they had since moved or the number had been changed or disconnected, interviewers were to turn the cases over to the tracing staff for re-location. In addition, tracers continued to search for those cases that had not yet been found.

The third stage was the field tracing and field interviewing stage during which any case that had not been located or re-located by the telephone tracing staff was sent to the field for field tracing. Field interviewers were trained to trace these respondents and conduct the interview.

## 2.1 Telephone Tracing and Interviewing

### Materials Used in Tracing

Three forms were used by tracers:

- The Tracing Summary Worksheet;
- The Script for Tracing Contacts; and
- The Script for Respondents.

All steps taken by a tracer were recorded on a Tracing Summary Worksheet or TSW (Exhibit A-6), which contained several codes to aid in the review of the case. When a contact was reached, tracers were asked to fill out a Script for Tracing Contacts (Exhibit A-7). In addition, tracers recorded notes or verbatim comments made by the contacts.

When a respondent was reached, tracers were instructed to fill out a Script for Respondent form (Exhibit A-8) and to include the respondent's address and telephone number, employer information, contact information, and also forwarding information in case the respondent thought he would be moving within the next 6 months. This information proved crucial in re-locating the respondent when the interviewing stage began.

## Stage 1 Tracing

The RISS constituted the information sent to the telephone center for initial tracing, which consisted of:

- Review of each case for useful information;
- Calls to both contact and respondent telephone numbers, when available; and
- Directory Assistance calls for cases without telephone numbers.

Tracers were to spend no more than about 30 minutes on each case. This was done in an effort at keeping costs down, and to weed out the easier to locate cases. The remaining cases were scheduled for in-depth tracing.

## Case Review

Before initial tracing began, cases were reviewed by the telephone supervisor in charge of assigning cases to tracers. So that telephone tracers would not spend time searching for information in the RISS, key information, was noted on the front of each case folder:

- Agency information;
- Possible incarceration;
- Possible military service; and/or
- Any other vital information that may have been written in the margins of the RISS.

### Calls to Contacts

Tracers called the persons (referred to as contacts) most likely to know the whereabouts of the respondents, and were instructed to question them closely to discover new leads. Questions most commonly asked, were:

- Can you remember where the respondent was living the last time you heard from him or saw him?
- Can you think of anyone else who might know where the respondent is?
- Do you know whether or not he was working? Going to school?

Questions such as these would help the contacts recall something about the respondent they may otherwise not have remembered. These questions also served as a way of putting contacts at ease and allowing them to tell the tracer stories or anecdotes about the respondents. Tracers were encouraged to engage contacts in such conversation, since these stories frequently contained new leads. Finally, tracers were instructed to leave Westat's toll-free number along with a request to call back if new information were remembered, and to give to the respondents should the contact be in touch with them in the future. A special 800 number line was installed with an answering machine, so that calls could be taken 24 hours a day.

Whenever tracers located a respondent they were instructed to explain the study and obtain information regarding current whereabouts. This included where the respondent was working, whether a move was planned, and the name, address, and telephone number of the person most likely to know how to contact the respondent should we have difficulty re-locating him or her once fieldwork began.

### Directory Assistance Calls

In large numbers of cases, telephone numbers for either contacts or respondents were missing from the RISS. Tracers, therefore, had to make directory assistance calls in the city or surrounding area of the address. If there was no listing for the name, tracers asked whether there were any listings for the last name. When there were several, tracers were instructed to obtain the first three listings. (Directory assistance will provide three numbers for the price of one call.)

After these were checked, tracers called directory assistance again and obtained another three listings, and so on. This procedure was generally followed when there were 10 or fewer listings. For the 200 cases containing only the name of the respondent, tracers called directory assistance in the area where the case had originated.

### Department of Motor Vehicles Searches

Information was sought from the Departments of Motor Vehicles (DMV) of several states, but requirements for obtaining information from DMVs varied from state to state. For instance, Illinois would do a license search only with full names, including middle initials, and birthdates, which narrowed the list considerably since middle initials for many of the respondents were not available. Other states required social security numbers, which again narrowed the list.

Generally, once Department of Motor Vehicles offices received the written applications and fees, replies were returned in 2 to 4 weeks. As soon as new information was received, it was cross-checked with existing addresses, and if new information turned up existing procedures for contacting the respondent were instituted.

### Letters

Whenever a full address for either the respondent or the contact was available, letters were sent with ADDRESS CORRECTION REQUESTED stamped on the envelope (Exhibits A-9 and A-10, Respondent and Contact letters). These letters were sent along with a copy of the Study Participant Letter on Department of Health and Human Services letterhead over the Federal Project Officer's signature.

Attempts were made to verify addresses before sending letters by calling local post offices. For the most part, only post offices in rural areas or small towns would provide information on whether addresses actually existed. In some cases, postmasters would comply for a small fee under the Freedom of Information Act.

The Address Correction Requested Stamp alerted post offices to return letters to persons who had left a forwarding address, providing Westat with the new address. Other reasons for non-delivery were stamped on envelopes and often provided clues for further action. Among these were address not complete, address undeliverable, no forwarding order, moved, etc.

Exhibit A-11 provides an overview of the steps taken by tracers in attempting to locate respondents.

### In-Depth Tracing Procedures

When all routine initial tracing steps failed to locate a respondent, the case was reviewed by the supervisor to make sure that no possible angles had been overlooked. In some cases, steps were repeated simply because the passage of time may have made some steps worth repeating. After that, the next step was to recheck the abstract for possible agency information and contact.

### Agency Calls

Both private and public agencies were contacted. Cases were grouped by agency, based on agency references in the RISS. Approximately 120 private agencies were called, generally only when all other leads had been exhausted.

### Private Agency Calls

The initial calls to administrators of private agencies were made by the project director to familiarize the agency with the goals of the project and to ask for assistance. Tracers would then follow up with lower level staff. In most cases, the agencies wanted letters of verification from both Westat and the Department of Health and Human Services before giving out information (Exhibit A-12). Some agencies claimed that the confidentiality constraints under which they operated were so strict that they could not divulge any information without the former client's approval.

Problems encountered at private agencies included information not readily available, agency personnel too busy to take the time to look through old records, confidentiality restrictions, and information on closed cases stored elsewhere.

If confidentiality regulations prohibited the agency from giving out information, tracers were instructed to inquire about the possibility of forwarding letters to respondents, or contacting respondents themselves and giving them a message.

New York agencies required an additional letter from the state agency requesting their cooperation. In California, tracers found that agency personnel were not allowed to give out any information about respondents or even confirm that respondents had been clients of theirs.

Exhibit A-13 represents the additional steps that were taken by tracers attempting to locate a respondent.

### Public Agency Calls

Calls to public agencies were similarly initiated by the project director. Once approval was obtained, tracers were authorized to call past caseworkers. Even though some of the caseworkers had overwhelming caseloads, and some could not remember particular respondents, most of them were willing to see what they could find out. However, much of the information that caseworkers came up with was already known, except for getting social security numbers and full names, which were extremely useful. A small number of caseworkers still had contact with the respondents, and these caseworkers were the most helpful of all.

### Prison Locator

Respondents with any likelihood of being incarcerated, based on information from contacts, were grouped by state and the Departments of Corrections in all sample states were contacted. Some 100 cases were included in these listings. Information needed to identify incarcerated respondents varied by state. Most states required full name and birthdate, and in two states social security numbers were also required.

In addition to state prison locators, tracers called a federal prison locator in Washington, D.C. as well as county detention centers. When a respondent was located in a county detention center it was important to act quickly because these inmates were very likely to be either released or sent elsewhere. When they were released they were among the most difficult to find of all.

When a respondent was known to be in jail or in prison, a tracer whose specialty is dealing with correctional facilities called the warden or superintendent and tried first to ascertain the length of the respondent's sentence. If at all possible, the tracer talked directly with the inmate and filled out a Respondent Script. If this was not possible, because of need for written authorization or other requirements, the tracer asked for the administrator's authorization to interview the respondent, which was almost always given.

As soon as the interviewing stage began, the administrators were notified and appointments set up. Due to the length of time between locating and interviewing, many of the imprisoned respondents had transferred to other facilities or had been released. In the case of transferred respondents, tracers started the notification process all over again. In some cases, respondents had transferred to a facility in which we had already established contact with the administrator for another respondent.

### Military Locator

Respondents who were thought to be in the military were grouped by service branch and calls were made to the separate service locators. Approximately 75 cases were thought to have ties with the military. Again, the key information was full name and birthdate as well as social security number which were lacking in many cases. These locators were particularly hard to contact and it usually took numerous phone calls to get through.

### Voter Registration

Voter registration boards were called but without much success. The age group of most of the respondents is generally not well represented among voters, and our respondents were no exception.

### Reverse Directories

Tracers called libraries for look-ups in local reverse directories in order to contact the neighbors of respondents who were thought not to have a phone. Such neighbors would be asked to give messages to respondents along with the toll-free number in the hope that they would call Westat. This method was only possible in suburban communities, small towns, or rural areas.

### Title Companies and Utility Companies

Title companies and utility companies were called to verify addresses. Tracers would call to find out who owned the property at a given address, or to whom utility bills were sent. This was a particularly useful method when we had the name of the respondent and the last known address was that of a foster family. Since respondents and foster families obviously had different names, directory assistance could not be used until we learned the name of the foster parents.

### The Review Process

Telephone supervisors reviewed cases on an ongoing basis to make sure that all tracing steps had been taken and that no clues or angles had been overlooked. In addition, project staff met regularly to review cases that seemed to have reached a dead end to see whether they could suggest any additional steps. At these sessions decisions were made on a case-by-case basis as to whether to allow telephone tracing to continue, or to send the case to the field for field tracing. If there was a remote chance that telephone tracing might be productive the decision was almost always in favor of continuing telephone tracing because of the lower cost.

## 2.2 Field Tracing and Interviewing

Cases were sent to the field when all efforts at reaching respondents by phone had failed. The field work began in October 1990 and concluded in February 1991. The task of the field staff was to locate respondents and interview them either in person or by phone, or failing that, to leave a self-administered questionnaire with contacts to pass on to respondents. Personal contact was also to be made with public agencies in search of any new (or old) information that may not have been included in the original RISS. This proved successful in a pilot test that was conducted at the end of April 1990 in Arizona.

### The Pilot Test

For the pilot test, cases from the Phoenix area were reviewed and 40 of the most promising cases were selected for tracing in the field. A Westat staff person was sent to Phoenix in search of information on the 40 cases. A visit to the Department of Economic Security had been arranged prior to arrival in Phoenix.

Upon arrival the Westat staff person met with the Independent Living Coordinator at the Department of Economic Security, who had pulled the closed cases that were of interest for additional scrutiny. The Westat staff person also met with several caseworkers who had formerly been assigned to these cases. Two additional visits were made to the agency to search through the volumes of cases that had been pulled, and extensive notes were taken for further tracing.

In addition to several extended road trips and visits to the public agency, meetings were arranged with the runaway shelter and private agencies in the area. These meetings were informal and provided an opportunity to speak with some of the workers and learn from them what were likely to be the best approaches for finding respondents.

New information was found on 29 of the 40 cases that Westat tried to trace. This new information consisted of anything from possible incarceration to relocation to another state after marrying. Of the 29 cases, 6 respondents were actually contacted during the trip and agreed to participate. In addition, three respondents called the Telephone Center during the week after receiving the 800 number from a caseworker. The new information that was collected netted an additional 13 willing participants after further followup by the Telephone Center. Only 7 of the 29 with new information remained elusive.

## Case Selection

All case were reviewed for field-worthiness and grouped geographically. Decisions on hiring of field staff depended on the case loads in given areas. For the most part, cases were assigned with last known addresses that were in a 50-mile radius of fieldworkers' homes in order to keep costs at a minimum. In big cities, such as Philadelphia, Los Angeles and New York City, cases were divided by area of the city among several interviewers. A total of 15 fieldworkers were trained and hired across the country.

## Materials Used in the Field

Each case consisted of an Assignment Folder (Exhibit A-14) which contained copies of a Face Sheet (Exhibit A-15), the RISS (See Exhibit A-5), a questionnaire, and copies of all the Tracing Summary Worksheets used by the Telephone Center. In addition, all fieldworkers received the following materials:

- Copies of Advance Letters sent to the respondent;
- An Interviewer Assignment Record listing the cases in the assignment;
- Blank Transmittal Forms to attach to any finished work;
- A photo ID badge; and
- Time and Expense Reports to record hours worked, mileage, and authorized expenses.

**Field Tracing**

All field staff were trained either in-person or by telephone. Essentially, the field staff were instructed to locate the respondent using any and all leads. The trail might lead in several directions and each step for each case was to be recorded on the assignment folder. A two-part field manual was developed outlining the tracing steps in detail, and question-by-question specifications were developed for the instrument.

Included in the manual were a series of Interim and Final Result Codes to be used by interviewers during their search. These codes are listed in Exhibit A-16. Final Result Codes could not be assigned until authorized by the field supervisor.

Interviewers were instructed to group their cases by geographic location to avoid unnecessary field trips. After familiarizing themselves with the work that had been conducted in the Telephone Center, fieldworkers went out knocking on doors and talking with contacts. The result of each visit would dictate the next step to be taken.

When no one was home, fieldworkers talked with neighbors or children in the area to find out whether the family still lived there. Fieldworkers also talked with landlords, rental offices or building maintenance workers about respondents or contacts living in apartment complexes. They were also encouraged to inquire at local service businesses where people are known by name, e.g., pharmacies, beauty parlors, repair shops, and the like. Westat's 800 number was distributed liberally in the hope that respondents would call in.

When new contacts were found that had previously not been known to the telephone tracers, field interviewers were told to follow these leads with new directory assistance calls, and conduct telephone interviews from their homes rather than send the case back to Westat.

In addition to calls made to Directory Assistance, use of current local telephone directories in which different spellings of names could be looked up, provided the kind of information that was not available to the telephone center. In addition, field interviewers were encouraged to check reverse directories in their local libraries or chambers of commerce, for contact with neighbors.

Another source for information used by fieldworkers was the local post office. The post office will, in many cases, keep forwarding addresses on file for more than 1 year, and if requested in person, will look up names, even though they no longer forward mail.

### Private and Public Agencies

While visits to agencies were arranged by the office for the fieldworkers, the same impediments were encountered as found earlier during telephone tracing: closed cases not accessible; caseworkers too burdened with current work; and confidentiality restrictions preventing the release of information. Again, the most useful information resulted when caseworkers actually remembered former clients or were still in touch with them.

While the assistance that was provided by the agencies did not meet expectations, many did what they could. Some forwarded mail to respondents and families to obtain consent for release of information; others made staff available for informal discussions and offered valuable advice. Some even did special computer runs of various types, for example, names and addresses of beneficiaries of unemployment compensation in a given area.

### Incarcerated and Mentally Retarded Respondents

In some correctional institutions telephone interviews could not be arranged, but visits by fieldworkers were authorized. For respondents who were mentally incapable, knowledgeable proxy respondents were found; in at least one instance, a mentally retarded respondent was interviewed with the proxy only helping out when necessary.

### Monitoring Progress

To monitor progress, regular weekly reporting times were established for each of the interviewers. During these calls, each case then remaining in the interviewer's possession was discussed, and suggestions made regarding the interviewer's next step. The field supervisor would also decide on cases not locatable and, thus, not worth any further expenditure of time. A Final

Result Code would then be assigned and the case returned. Throughout the course of the field period, the field supervisor remained in close contact with all field interviewers.

### Tracing Anecdotes

Tracing is a skill that can be taught. There are specific steps to follow, definite techniques in analyzing information, and approaches to use in talking to contacts and informants, which are described in the study's manuals. But the ingenuity and perseverance of tracing one of the hardest to find population groups cannot be conveyed by reading a manual. The reader of this report may find the following anecdotal material more informative.

After following all the routine tracing steps one tracer noticed that the abstractor had written in the RISS the word 'Marimba' under last known employment. The tracer decided to track down any known Marimba bands in the area. This led her to the local library where she inquired about Marimba bands. With the help of the librarian, she found that there were five such bands in the area. She then called the managers of each of the bands and inquired about the respondent. Indeed, our respondent played on weekends with a little known Marimba band, and a connection between the respondent and the tracer was established.

Another case involved the search for a respondent that took the tracer all over the northeastern states. The tracer had telephoned one contact after another none of whom recognized the respondent's name, but one finally led her to another possible contact name that had not surfaced before. The tracer spoke with several people with the same last name in the general area, but no one seemed to know our respondent. By chance, the tracer talked with a member of the family in Maine who happened to be arranging a family reunion, and our respondent was located.

Another example involved a young man whose grandparents had not seen him for about a year but knew he travelled with a carnival. Although the grandparents themselves could not recall the name of this travelling show, they agreed to ask around for the name. Upon finding the company's name, the tracer located this carnival. Through talking with many different people she had learned that this show travelled only in certain states. After calling town halls and local information offices in these areas, she was soon on the track. In fact, at one point, she missed the show by only 2 days. She finally caught up with the show and the respondent.

## 2.3 Locating and Interviewing Results

A total of 810 interviews were completed. Table A-1 provides a State-by-State breakdown of the cases located and interviewed. As is depicted there is wide variation in the number of cases located by state. The table also shows the percent located as well as interviewed. An additional 46 youth were located, but interviews were not completed due to death (13) and refusals (33).

If youth are located, there is a very high response rate (95%). The critical issue is locating the youth, and the key to locating is having information about the youth in order to track him or her. Figure A-1 delineates the variation in success we had locating youth depending on the information provided. If locating information was available on youth, 67 percent were located and 62 percent were interviewed.

Table A-1. State-by-state locating and response rate

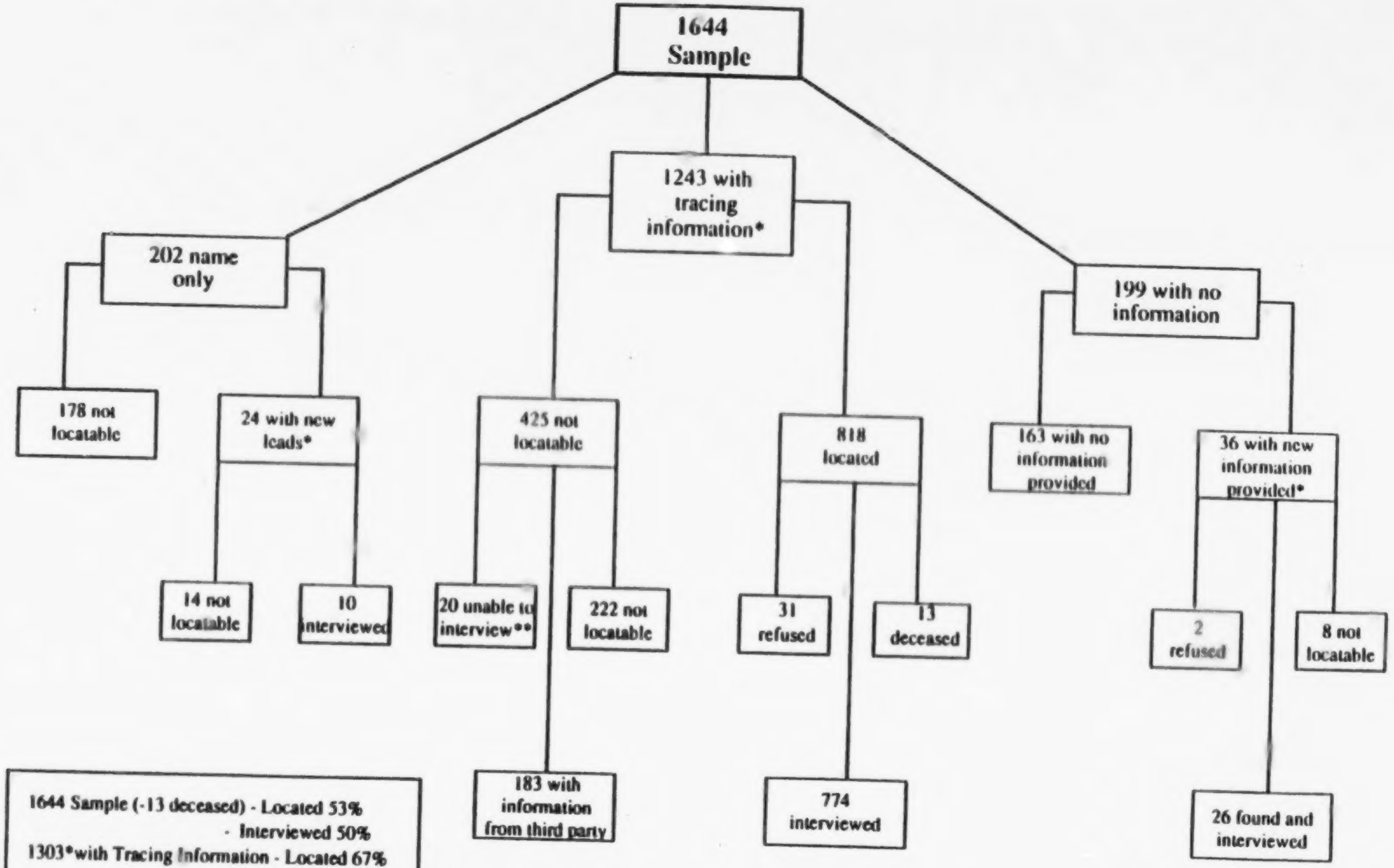
| State | Initial Sample Size | Number Located | Number of Interviews Completed | Percent of Cases Located | Percent of Cases Interviewed |
|---|---|---|---|---|---|
| Arizona | 176 | 112 | 109 | 64 | 62 |
| California | 215 | 119 | 113 | 55 | 53 |
| Illinois | 176 | 131 | 125 | 74 | 71 |
| Missouri | 139 | 82 | 78 | 59 | 56 |
| New York | 401 | 138 | 128 | 34 | 32 |
| Pennsylvania | 331 | 140 | 129 | 42 | 40 |
| Tennessee | 162 | 134 | 128 | 83 | 78 |
| Washington, DC | 42 | 0 | 0 | 0 | 0 |
| **Total** | **1644** | **856** | **810**[1] | **52** | **50**[2] |

---

[1] 556 were interviewed by the telephone center and 254 were interviewed by field interviewers.

[2] Includes 13 deceased youth subtracted from denominator. Of the 13 youth who died, two were in car accidents, two were murdered, two were accidental (e.g., drank too much, got sick and choked), one died of brain cancer, and we do not know the cause of death for the remaining youth.

Figure A- 1


1644 Sample
1243 with tracing information*
202 name only
199 with no information
178 not locatable
24 with new leads*
425 not locatable
818 located
163 with no information provided
36 with new information provided*
14 not locatable
10 interviewed
20 unable to interview**
222 not locatable
31 refused
13 deceased
2 refused
8 not locatable
183 with information from third party
774 interviewed
26 found and interviewed

1644 Sample (-13 deceased) - Located 53%
- Interviewed 50%
1303*with Tracing Information - Located 67%
- Interviewed 62%

**Unable to interview due to military service, incarceration, mental illness or other handicap

Exhibit A-4

# A NATIONAL EVALUATION OF TITLE IV-E FOSTER CARE INDEPENDENT LIVING PROGRAMS FOR YOUTH

## CASE RECORD ABSTRACT FORM

Study County and State: ________________

Subject ID#: ________________________

Abstractor Name: ____________________

Abstractor ID#: _____________________

Date of Completion: __________________

Conducted for:

Department of Health and Human Services
Office of Human Development Services
Administration for Children, Youth and Families

Conducted by:

Westat, Inc.
1650 Research Blvd.
Rockville, MD 20850

## A. Subject's Demographic Data

A-1 What is subject's sex?

| | |
|---|---|
| Male | 1 |
| Female | 2 |
| Unknown | 9 |

A-2 What is subject's date of birth? ______ ______
mo yr

| | |
|---|---|
| Unknown | 99 |

If date of birth is unknown, enter subject's age in years: ________________

| | |
|---|---|
| Unknown | 99 |

A-3 What is subject's race/ethnicity? (CIRCLE ONE)

| | |
|---|---|
| White - Not Hispanic | 1 |
| Hispanic | 2 |
| Black - not Hispanic | 3 |
| Asian or Pacific Islander | 4 |
| American Indian or Alaskan native | 5 |
| Unknown | 9 |

A-4 Highest grade or year of schooling subject completed at time of discharge: (CIRCLE ONE)

| | |
|---|---|
| Elementary | |
| 1st grade | 01 |
| 2nd grade | 02 |
| 3rd grade | 03 |
| 4th grade | 04 |
| 5th grade | 05 |
| 6th grade | 06 |
| 7th grade | 07 |
| 8th grade | 08 |
| High school | |
| 1st year | 09 |
| 2nd year | 10 |
| 3rd year | 11 |
| 4th year | 12 |
| College | |
| 1 year | 13 |
| 2 years | 14 |
| 3 years | 15 |
| 4 years | 16 |
| Unknown | 99 |

A-5. Did youth attend a vocational school?

| | |
|---|---|
| Yes | 1 |
| No | 2 (A-7) |
| Unknown | 9 (A-7) |

(continued)

A-6. How many years of vocational schooling did youth complete at time of discharge?

| | |
|---|---|
| 1 year | 1 |
| 2 years | 2 |
| 3 years | 3 |
| 4 years | 4 |
| Unknown | 9 |

A-7 Excluding summer vacations, did subject ever stop attending high school or junior high school for at least three months and then return?

| | |
|---|---|
| Yes | 1 |
| No | 2 (A-9) |
| Unknown | 9 (A-9) |

A-8 Total number of times subject stopped attending junior high or high school for at least three months.

______________________
TOTAL NUMBER OF TIMES

A-9 Has subject received a general equivalency diploma, (GED)?

| | |
|---|---|
| Yes, received GED | 1 |
| No, did not receive GED | 2 |
| Unknown | 9 |

A-10 Did subject ever repeat any school grade?

| | |
|---|---|
| Yes, repeated at least one grade level | 1 |
| No, did not repeat | 2 (A-12) |
| Unknown | 9 (A-12) |

A-11 Enter all school grade(s) subject repeated:

______________________
grade(s) repeated

A-12 Was subject ever placed in a special education classroom?

| | |
|---|---|
| Yes | 1 |
| No | 2 (A-15) |
| Unknown | 3 (A-15) |

A-13 In what type of special education program was subject placed? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Emotionally disturbed | 01 |
| Learning disabled | 02 |
| Educationally mentally handicapped | 03 |
| Trainable mentally handicapped | 04 |
| Physically disabled | 05 |
| Reading remediation | 06 |
| Other (SPECIFY) | 88 |
| ______________________ | |
| Unknown | 99 |

A-14 Was subject placed in a self contained classroom or did they receive itinerant services?

| | |
|---|---|
| Self contained classroom, only | 01 |
| Itinerant services, only | 02 |
| Combination of 01 and 02 | 03 |
| Other (SPECIFY)<br>______________________________ | 88 |

A-15 Does subject have any clinically diagnosed disabling conditions? (CIRCLE ALL THAT APPLY)

| | |
|---|---|
| No known disabling conditions | 01 |
| Developmental Disability | 02 |
| Emotional disturbance | 03 |
| Specific learning disability | 04 |
| Hearing, speech or sight impairment | 05 |
| Physical disability | 06 |
| Other clinically diagnosed conditions (SPECIFY)<br>______________________________ | 88 |
| Unknown | 99 |

A-16 Has this child ever been adopted?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 9 |

(continued)

A-17a Last job held prior to discharge from substitute care:

1. Job description ________________________________________

________________________________________

2. Average number of hours worked per week?

Less than 20 hours .................................... 1
20 - 29 hours .................................... 2
30-40 hours .................................... 3
More than 40 hours .................................... 4
Unknown .................................... 9

3. Hourly or weekly pay: $ ______________ per hour or

$ ______________ per week

4. Dates of employment from __ __/__ __ to __ __/__ __
m m y y m m y y

5. Reason for leaving job: (CIRCLE ONE)

Quit to accept other employment .............. 01
Quit, other reason .............................. 02
Fired .............................................. 03
Laid off .............................................. 04
Temporary job .................................... 05
Had not left job at
time of discharge .............................. 06
Other reason (SPECIFY) .......................... 88
______________________
Unknown .............................................. 99

A-17b Prior job held while in substitute care:

1. Job description ____________________________________________

____________________________________________________

2. Average number of hours worked per week?

| | |
|---|---|
| Less than 20 hours | 1 |
| 20 - 29 hours | 2 |
| 30-40 hours | 3 |
| More than 40 hours | 4 |
| Unknown | 9 |

3. Hourly or weekly pay: $ ________________ per hour or

$ ________________ per week

4. Dates of employment from __ __/__ __ to __ __/__ __
m m y y m m y y

5. Reason for leaving job: (CIRCLE ONE)

| | |
|---|---|
| Quit to accept other employment | 01 |
| Quit, other reason | 02 |
| Fired | 03 |
| Laid off | 04 |
| Temporary job | 05 |
| Other reason (SPECIFY) ________________ | 88 |
| Unknown | 99 |

A-18 Total number of job terminations (for any reason) while in substitute care:

| | |
|---|---|
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or More | 5 |
| Unknown | 9 |

(continued)

B. Family Structure

B-1 What was the subject's household composition at the time of their most recent (or only) entry into substitute care? (CIRCLE YES ONLY IF PERSON LIVED IN THE SUBJECT'S HOUSEHOLD)

| | YES | NO | UNK |
|---|---|---|---|
| a. Birth mother | 1 | 2 | 9 |
| b. Birth father | 1 | 2 | 9 |
| c. Adoptive mother | 1 | 2 | 9 |
| d. Adoptive father | 1 | 2 | 9 |
| e. Step mother | 1 | 2 | 9 |
| f. Step father | 1 | 2 | 9 |
| g. Grandmother | 1 | 2 | 9 |
| h. Grandfather | 1 | 2 | 9 |
| i. Other adult relatives not parental | 1 | 2 | 9 |
| j. Adults unrelated | 1 | 2 | 9 |
| k. Biological siblings (including half siblings) | 1 | 2 | 9 |
| l. Unrelated children (include step siblings) | 1 | 2 | 9 |

B-2 What is the race/ethnicity of the subject's birth mother? (CIRCLE ONE)

| | |
|---|---|
| White - Not Hispanic | 1 |
| Hispanic | 2 |
| Black - not Hispanic | 3 |
| Asian or Pacific Islander | 4 |
| American Indian or Alaskan native | 5 |
| Unknown | 9 |

B-3 What is the race/ethnicity of the subject's birth father? (CIRCLE ONE)

| | |
|---|---|
| White - Not Hispanic | 1 |
| Hispanic | 2 |
| Black - not Hispanic | 3 |
| Asian or Pacific Islander | 4 |
| American Indian or Alaskan native | 5 |
| Unknown | 9 |

B-4 Have the parental rights of this subject's birth/adoptive mother been legally terminated?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 9 |

B-5 Have the parental rights of this subject's birth/adoptive father been legally terminated?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 9 |

Exhibit A-4 (continued)

B-6 Were any members of the household receiving public assistance at the time the subject entered substitute care (most recent episode)?

Yes........................................................... 1
No........................................................... 2
Unknown................................................... 9

B-7 Which of the following problems were reported in the case record for the subject's parental figures?(CIRCLE YES OR NO FOR EACH ITEM, A-M)

| | YES | NO | UNK |
|---|---|---|---|
| a. Physical abuse of children in household | 1 | 2 | 9 |
| b. Physical neglect of children in household | 1 | 2 | 9 |
| c. Sexual abuse of children in household | 1 | 2 | 9 |
| d. Emotional abuse of children in household | 1 | 2 | 9 |
| e. Emotional neglect of children in household | 1 | 2 | 9 |
| f. Abandonment of children in household | 1 | 2 | 9 |
| g. Alcohol abuse | 1 | 2 | 9 |
| h. Drug abuse | 1 | 2 | 9 |
| i. Mental illness | 1 | 2 | 9 |
| j. Mental retardation | 1 | 2 | 9 |
| k. Inadequate parenting skills | 1 | 2 | 9 |
| l. Spouse abuse | 1 | 2 | 9 |
| m. Prison sentence | 1 | 2 | 9 |

## C. Case History Data

C-1 Date case was opened ___ ___/___ ___ to ___ ___/___ ___

m m y y m m y y

Unknown 9999

C-2 Date of subject's first substitute care placement: ___ ___/___ ___ to ___ ___/___ ___

m m y y m m y y

Unknown 9999

C-3 Date of subject's most recent substitute care placement ___ ___/___ ___ to ___ ___/___ ___

m m y y m m y y

Unknown 9999

C-4 Date of subject's discharge from most recent substitute care placement ___ ___/___ ___ to ___ ___/___ ___

m m y y m m y y

Unknown 9999

C-5 Total number of placements while in substitute care:

| | |
|---|---|
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or more | 5 |
| Unknown | 9 |

C-6 Total number of placements with relatives or friends prior to placement in substitute care:

| | |
|---|---|
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or more | 5 |
| Unknown | 9 |

(continued)

C-7 At the time subject's case was closed, which of the following items were reported as problems for the subject? (CIRCLE YES OR NO FOR EACH ITEM)

| | | YES | | NO | UNK |
|---|---|---|---|---|---|
| a. | Physically abused | 1 | | 2 | 9 |
| b. | Sexually abused | 1 | | 2 | 9 |
| c. | Emotionally abused | 1 | | 2 | 9 |
| d. | Physically neglected | 1 | | 2 | 9 |
| e. | Emotionally neglected | 1 | | 2 | 9 |
| f. | In need of health care | 1 | (C-8) | 2 | 9 |
| g. | Educationally deprived | 1 | | 2 | 9 |
| h. | Educationally delayed | 1 | | 2 | 9 |
| i. | Emotional disturbance | 1 | | 2 | 9 |
| j. | Misconduct/conduct disorder | 1 | | 2 | 9 |
| k. | Assaultive behavior | 1 | | 2 | 9 |
| l. | Status offender (other than runaway) | 1 | | 2 | 9 |
| m. | Juvenile delinquency | 1 | | 2 | 9 |
| n. | Alcohol abuse | 1 | | 2 | 9 |
| o. | Drug abuse | 1 | | 2 | 9 |
| p. | Runaway episodes | 1 | (C-9) | 2 | 9 |
| q. | Pregnancy | 1 | | 2 | 9 |
| r. | Parenting responsibility | 1 | | 2 | 9 |
| s. | Nowhere to live upon discharge | 1 | | 2 | 9 |
| t. | Other (SPECIFY) | 1 | | 2 | 9 |

______________________________

ANSWER QUESTION C-8 ONLY IF CIRCLED YES FOR ITEM "f-In need of health care". IN QUESTIO C-7.

C-8 Please list the health problems that were reported for youth?

______________________________

______________________________

______________________________

ANSWER QUESTION C-9 ONLY IF CIRCLED YES FOR ITEM "p-runaway episodes" IN QUESTIO QUESTION C-7.

C-9 What is the total number of times the subject ran away during his entire time in substitute care?

| | |
|---|---|
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or more | 5 |
| Unknown | 9 |

## INSTRUCTIONS

USE THE FOLLOWING CODES TO DESIGNATE TYPE OF LIVING ARRANGEMENT FOR QUESTIONS C-10 THROUGH C-14.

| | |
|---|---|
| NON-RELATIVE FOSTER FAMILY HOME | 01 |
| RELATIVE FOSTER FAMILY HOME | 02 |
| PRE-ADOPTIVE HOME | 03 |
| EMERGENCY SHELTER | 04 |
| CHILD CARE FACILITY | |
| GROUP HOME | 05 |
| DRUG REHAB PROGRAM | 06 |
| PSYCHIATRIC INSTITUTION(HOSPITAL) | 07 |
| RESIDENTIAL TREATMENT PROGRAM | 08 |
| SECURED FACILITY(DETENTION) | 09 |
| INDEPENDENT LIVING ARRANGEMENT | |
| HOST HOME | 10 |
| SUBSIDY | 11 |
| SUPERVISED APARTMENT | 12 |
| SEMI-SUPERVISED APARTMENT | 13 |
| ALL OTHER LIVING ARRANGEMENTS | 88 |
| LIVING ARRANGEMENTS UNKNOWN OR HAVE NOT BEEN REPORTED | 99 |

COMPLETE LIVING ARRANGEMENTS FOR LAST EPISODE IN SUBSTITUTE CARE (date entered QC-3).

| ORDER OF LIVING ARRANGEMENT | LIVING ARRANGEMENT CODE | START DATE | | END DATE |
|---|---|---|---|---|
| C-10 Last living arrangement | ___ ___ | ___ ___/___ ___<br>m m y y | - | ___ ___/___ ___<br>m m y y |
| C-11 Previous living arrangement | ___ ___ | ___ ___/___ ___<br>m m y y | - | ___ ___/___ ___<br>m m y y |
| C-12 Previous living arrangement | ___ ___ | ___ ___/___ ___<br>m m y y | - | ___ ___/___ ___<br>m m y y |
| C-13 Previous living arrangement | ___ ___ | ___ ___/___ ___<br>m m y y | - | ___ ___/___ ___<br>m m y y |
| C-14 Previous living arrangement | ___ ___ | ___ ___/___ ___<br>m m y y | - | ___ ___/___ ___<br>m m y y |

C-15 Total number of different living arrangements while in substitute care: (Include living arrangements for all substitute care episodes)

| | |
|---|---|
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four | 4 |
| Five or more | 5 |
| Unknown | 9 |

(continued)

C-16 Total number of pre-adoptive placements while in substitute care:

Zero .......................................... 1
One .......................................... 2
Two.......................................... 3
Three .......................................... 4
Four or more .......................................... 5
Unknown.......................................... 9

C-17 Was subject ever placed in substitute care through another agency/system?

Yes.......................................... 1 (C-18)
No .......................................... 2 (C-19)
Unknown.......................................... 9 (C-19)

C-18 What other agency/system had subject in substitute care placement? (CIRCLE ALL THAT APPLY)

Juvenile Court System.................... 01
Mental Health System .................... 02
Voluntary Agency .......................... 03
Education System .......................... 04
Developmental Disability
System .......................................... 05
Other (SPECIFY)........................... 88
______________________________
Unknown.......................................... 99

C-19 During subject's last year in substitute care, approximately how often was there visitation between subject and parental figures?

| | Parental Figure<br>________<br>Relationship | Parental Figure<br>________<br>Relationship | Parental Figure<br>________<br>Relationship | Parental Figure<br>________<br>Relationship |
|---|---|---|---|---|
| Never | 1 | 1 | 1 | 1 |
| 1 - 5 times | 2 | 2 | 2 | 2 |
| 6 - 10 times | 3 | 3 | 3 | 3 |
| More than 10 times | 4 | 4 | 4 | 4 |
| Unknown | 9 | 9 | 9 | 9 |

C-20 If there was no visitation between subject and parental figure during the subject's last year in substitute care, approximately how often were there other types of contacts between subject and parental figures (phone calls, letters etc.)?

| | Parental Figure | Parental Figure | Parental Figure | Parental Figure |
|---|---|---|---|---|
| | Relationship | Relationship | Relationship | Relationship |
| Never | 1 | 1 | 1 | 1 |
| 1 - 5 times | 2 | 2 | 2 | 2 |
| 6 - 10 times | 3 | 3 | 3 | 3 |
| More than 10 times | 4 | 4 | 4 | 4 |
| Unknown or not reported | 9 | 9 | 9 | 9 |

C-21 During subject's last year in substitute care, approximately how often was there visitation between subject and caseworker?

Never..............................................1
1-5 Times.......................................2
6-10 Times.....................................3
More than 10 Times......................4
Unknown........................................9

(continued)

## D. Case Management and Review Data

D-1 Initial case plan goal for last entry into substitute care (date entered in QC-3)

| | |
|---|---|
| Return to home of parent(s), relatives, or other caretakers with whom subject resided prior to entering substitute care | 01 |
| Place with a parent, relative, or other caretaker with whom subject was not residing at time of entry | 02 |
| Termination, plan for adoption | 03 |
| Termination, no plan for adoption | 04 |
| Independent living in the community, upon reaching age of majority or emancipation | 05 |
| Long-term substitute care | 06 |
| Guardianship | 07 |
| No permanency plan goal established, other than the care and protection of the youth | 08 |
| Permanency plan goal unknown, not reported, or is in preparation and not yet available | 99 |

D-2 Date of most recent periodic case review:

__ __ mo. __ __ yr.

Unknown 99

D-3 Did this review occur during subject's most recent placement (since date entered in QC-3)

| | |
|---|---|
| Yes | 1 (D-4) |
| No | 2 (D-7) |
| Unknown | 9 (D-7) |

D-4 Recommendation from most recent periodic review:

| | |
|---|---|
| Return to home of parent(s), relatives or other caretakers with whom subject resided prior to entering substitute care | 01 |
| Place with a parent, relative or other caretaker with whom subject was not residing at time of entry (excluding adoption plans) | 02 |
| File for termination of parental rights | 03 |
| Find an adoptive placement | 04 |
| Finalize adoptive placement | 05 |
| Independent living in the community, upon reaching age of majority or emancipation | 06 |
| Guardianship | 07 |
| Continue current placement for specified period of time | 08 |
| Continue current placement for unspecified period of time | 09 |
| Change current placement but continue on substitute care | 10 |
| Other (SPECIFY) ______________________________ | 88 |
| Missing data | 99 |

D-5 Did recommendation include provision of services to prepare subject for independent living?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 9 |

D-6 Did youth participate in developing recommendation?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 9 |

D-7 Date of most recent dispositional hearing:

__ __ mo. __ __ yr.

Unknown 99

Exhibit A-4 (continued)

D-8 Did this review occur during youth's most recent placement (since date entered in QC-3)

| | |
|---|---|
| Yes | 1 (D-9) |
| No | 2 (D-12) |
| Unknown | 9 (D-12) |

D-9 Decision/recommendation from most recent dispositional hearing:

| | |
|---|---|
| Return to home of parent(s), relatives or other caretakers with whom subject resided prior to entering substitute care | 01 |
| Place with a parent, relative, or other caretaker with whom subject was not residing at time of entry (excluding adoption plans) | 02 |
| Find an adoptive home | 03 |
| Place in finalized adoptive home | 04 |
| Independent living in the community, upon reaching age of majority or emancipation | 05 |
| Guardianship | 06 |
| Continue current placement for specified period of time | 07 |
| Continue current placement for unspecified period of time | 08 |
| Change current placement but continue in substitute care | 09 |
| Other (SPECIFY) ______________________________ | 10 |
| Missing data | 99 |

D-10 Did recommendation/decision include provision of services to prepare subject for independent living?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 99 |

D-11 Did youth participate in developing recommendation?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Unknown | 9 |

D-12 Was youth enrolled in program/s which provided specialized independent living services training?

| | |
|---|---|
| Yes | 1 (D-13) |
| No | 2 (D-14) |
| Unknown | 9 (D-14) |

D-13 Write the name/s of the program/s:

________________________________________

________________________________________

D-14 Does the record show that the subject received formal skills training in any of the following areas? (CIRCLE EACH SKILL AREA IN WHICH TRAINING WAS PROVIDED. INDICATE WHO PROVIDED THE TRAINING USING THE FOLLOWING CODES)

| | |
|---|---|
| Foster Parent | 01 |
| Caseworker | 02 |
| Group home or RTC | 03 |
| Volunteer | 04 |
| Private contract provider | 05 |
| Other | 88 |
| Unknown | 99 |

| | SKILL AREA | YES | NO | UNK | TRAINER CODE 1 | TRAINER CODE 2 |
|---|---|---|---|---|---|---|
| a. | Money Management/Consumer Awareness | 1 | 2 | 9 | __ __ | __ __ |
| b. | Food Management | 1 | 2 | 9 | __ __ | __ __ |
| c. | Personal Appearance & Hygiene | 1 | 2 | 9 | __ __ | __ __ |
| d. | Health | 1 | 2 | 9 | __ __ | __ __ |
| e. | Housekeeping | 1 | 2 | 9 | __ __ | __ __ |
| f. | Housing | 1 | 2 | 9 | __ __ | __ __ |
| g. | Transportation | 1 | 2 | 9 | __ __ | __ __ |
| h. | Educational Planning | 1 | 2 | 9 | __ __ | __ __ |
| i. | Job Seeking Skills | 1 | 2 | 9 | __ __ | __ __ |
| j. | Job Maintenance Skills | 1 | 2 | 9 | __ __ | __ __ |
| k. | Emergency and Safety Skills | 1 | 2 | 9 | __ __ | __ __ |
| l. | Knowledge of Community Resources | 1 | 2 | 9 | __ __ | __ __ |
| m. | Interpersonal Skills | 1 | 2 | 9 | __ __ | __ __ |
| n. | Legal Skills | 1 | 2 | 9 | __ __ | __ __ |
| o. | Decision Making/Problem Solving Skills | 1 | 2 | 9 | __ __ | __ __ |
| p. | Parenting Skills | 1 | 2 | 9 | __ __ | __ __ |
| q. | Other (SPECIFY) | 1 | 2 | 9 | __ __ | __ __ |

________________________________________

(continued)

D-15 Did youth receive payment for attending independent living skills training?

Yes ........................................ 1 (D-16)
No ........................................ 2 (Instructions before D-17)
Unknown ................................ 9 (Instructions before D-17)

D-16 Enter total amount paid to subject for independent living skills training. (IF PAYMENT WAS FOR MULTIPLE TRAINING SESSIONS, PER HOUR, ETC., ENTER NUMBER OF SESSIONS/HOURS AND AMOUNT PAID PER EACH)

Total payment ________________
or
__________ Sessions at $__________ per Session
#
or
__________ Hours at $__________ per hour
#

IF SUBJECT DID NOT RECEIVE SKILL TRAINING IN ANY OF THE AREAS LISTED IN QUESTION D-14, ANSWER D-17, OTHERWISE SKIP TO D-19

D-17 Does the record indicate why skills training was not provided?

Yes ........................................ 1 (D-18)
No ........................................ 2 (D-19)

D-18 According to the record, why didn't the subject receive independent living skills training?

Training not available ............................ 01
Youth refused to participate ..................... 02
Transportation problem ........................... 03
Other (SPECIFY)
________________________________ 88
Unknown ................................................ 99

D-19 Did subject receive psychological counselling?

Yes ........................................ 1
No ........................................ 2
Unknown ................................ 9

D-20 Was subject matched with a volunteer to help in their transition from substitute care?

Yes ........................................ 1
No ........................................ 2
Unknown ................................ 9

D-21 Did subject receive an independent living subsidy for an independent living arrangement?

Yes ........................................ 1 (D-23)
No ........................................ 2 (D-25)
Unknown ................................ 9 (D-25)

D-22 How much was the subsidy payment?

a. start up cost ____________________ (enter exact amount)

b. monthly maintenance payment ____________________ (enter exact amount)

D-23 For what period of time was the subsidy payment received?

| | |
|---|---|
| 1 month | 1 |
| 2-6 months | 2 |
| 7-12 months | 3 |
| More than 12 months | 4 |
| Unknown | 9 |

D-24 Does the case record outline aftercare services for the subject?

| | |
|---|---|
| Yes | 1 (D-25) |
| No | 2 (END) |
| Unknown | 9 (END) |

D-25 What aftercare services are indicated in the case record?
(CIRCLE ALL THAT APPLY)

| | |
|---|---|
| Follow-up appointment/s with caseworker | 01 |
| Linkage with community volunteer | 02 |
| Referral/s to community resources | 03 |
| One time payment (for rent, living expenses, etc.) | 04 |
| Scholarship | 05 |
| Other (SPECIFY) ____________________ | 88 |
| Unknown | 99 |

END

Exhibit A-5

## RESPONDENT INFORMATION SUMMARY SHEET*

County & State ____________________

Respondent Name ____________________

Respondent ID# ____________________

Abstractor Name ____________________

Abstractor ID# ____________________

Date of Completion ____________________

### A. Demographic Data for Youth

A-1 Sex:

| | |
|---|---|
| Male | 1 |
| Female | 2 |
| Unknown | 9 |

A-2 Date of Birth: _____ Mo. _____ Day _____ Yr. or age __________

A-3 Race/Ethnicity:

| | |
|---|---|
| White - not Hispanic | 1 |
| Hispanic | 2 |
| Black - not Hispanic | 3 |
| Asian or Pacific Islander | 4 |
| American Indian or Alaskan native | 5 |
| Unknown | 9 |

---

*If information is not available in case record abstract, youth's caseworker will be contacted.

A-4 Last known residence:

Address: ______________________________
(Street)

______________________________
(Apartment #)

______________________________
(City) (State) (Zip)

Telephone: ( ) - ______ - __________
A.C.

A-5 Living arrangement at last known residence:

| | |
|---|---|
| Foster family home | 01 |
| Adoptive foster home (relatives and non-relatives) | 02 |
| Natural parents or relatives | 03 |
| Group home for children | 04 |
| Emergency shelter care | 05 |
| Child care facility (for residential treatment and other group living) | 06 |
| Independent living | 07 |
| All other living arrangment categories | 08 |
| Living arrangement is unknown or has not been reported | 99 |

Exhibit A-5 (continued)

A-6 Date of discharge from agency custody: ____/____/____
Mo. Day Yr.

A-7 Name of Public Child Welfare Agency: ____________________

A-8 Telephone No.: ( ) - ______ - __________

A-9 Name of last caseworker handling the case: ____________________

IF CHILDS LAST LIVING ARRANGEMENT WAS A RESIDENTIAL TREATMENT CENTER, GROUP HOME, HOSPITAL, ETC., ANSWER A-10 THRU A-12. OTHERWISE, SKIP TO A-13.

A-10 Name of Agency: ____________________

A-11 Telephone No.: ( ) - ______ - __________

A-12 Child care worker handlingthe case: ____________________

A-13 Most recent school attended: ____________________
(Name)
____________________
(Street)
____________________
(City) (State) (Zip)

A-14 Dates attended: ____/____ - ____/____
Mo. Yr. Mo. Yr.

A-15 Telephone No.: ( ) - ______ - __________

A-16 Name of contact person at school: ____________________

A-17 Most recent employer: ____________________
(Name)
____________________
(Street)
____________________
(City) (State) (Zip)

A-18 Dates of employment ____/____ - ____/____
Mo. Yr. Mo. Yr.

A-19 Telephone No.: ( ) - ______ - __________

A-20 Names of persons likely to know whereabouts of respondent: *

(Name) (Relationship to Respondent)
(Street) (Apt.)
(City) (State) (Zip) (Telephone)

(Name) (Relationship to Respondent)
(Street) (Apt.)
(City) (State) (Zip) (Telephone)

(Name) (Relationship to Respondent)
(Street) (Apt.)
(City) (State) (Zip) (Telephone)

---

* If additional contacts available, record on supplemental sheets.

A-21 If youth had a bank account, indicate:

Name of Bank: ____________________

Bank Account No.: ____________________

A-22 If youth had a credit card, indicate:

Credit Card Name: ____________________

A-23 Did youth have a driver's license?

Yes ....................................1 (A-24)
No ....................................2 (A-25)
Unknown ............................9 (A-25)

A-24 Driver's License No.: ____________________

A-25 Social Security No.: ____________________

A-26 Armed Forces No.: ____________________

page ______ of ______

ID#: |_|_|_|_|_|_|_|_|_|

Respondent name: ______________________________

## A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth

## Tracing Summary Worksheet

**Final Result Code:** ☐

| Int | Date | Time | Source (use codes) | Name/Address | Phone number | Result (use codes) | Comments/Information |
|---|---|---|---|---|---|---|---|
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |

### Source Codes

01 DA for Respondent
02 DA for contact/lead
03 Foster home/parent
04 Adoptive home/parent
05 Birth Parent
06 Other Birth Relative
07 Employer
08 Friend
09 Neighbor
10 Respondent's own apartment/house
11 Spouse

12 Group care facility
13 Hospital/Residential Treatment Center
14 School
15 Public Welfare Agency/caseworker
16 Attorney
17 M.V.A.
18 Criss cross directory
19 Other; specify

### Interim Result Codes

01 Ring/No answer
02 Refusal; breakoff
03 Busy
04 Contact; callback; specify
05 Respondent; callback; specify
06 Initial language problem
07 Non-published; unlisted number
08 Problem; specify
09 Non-working number; specify
10 No listing - DA
11 DA; new number
12 Wrong number
13 Contact: general info. for R
14 Contact: lead for R
15 Contact: new/confirmed location for R

### Final Result Codes

01 R - location confirmed - no phone
02 R - location & phone # confirmed - unable to contact
03 R - location confirmed - information verified - willing
04 R - location confirmed - information verified - not willing
05 R - location confirmed - information not verified; not willing
06 R - not located

Exhibit A-6

BEST COPY AVAILABLE

page ______ of ______

ID#: |_|_|_|_|_|_|_|_|

Respondent name: ________________________________

# A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth

## Tracing Summary Worksheet

**Final Result Code:** ☐

| Int | Date | Time | Source (use codes) | Name/Address | Phone number | Result (use codes) | Comments/Information |
|---|---|---|---|---|---|---|---|
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |
| | | AM<br>PM | | | | | |

Exhibit A-7

ID# ______________________ Date ______________

Interviewer ______________________ Time ______________ a.m./p.m.

## SCRIPT FOR TRACING CONTACTS

INTRODUCTION: Hello, my name is (YOUR NAME) from Westat Research. I am trying to locate (YOUTH'S NAME) for an important study on youths' experiences after discharge from foster care that we are conducting for the United States Administration for Children, Youth and Families.

1. Do you know where (NAME OF RESPONDENT) is living now? (PROBE FOR CURRENT ADDRESS AND PHONE NUMBER AND RECORD BELOW. THEN THANK AND TERMINATE.

   ADDRESS: ______________________________

   ______________________________

   PHONE #: ______________________________

   IF THIS PERSON DOES NOT KNOW RESPONDENT'S CURRENT ADDRESS AND/OR PHONE NUMBER, CONTINUE WITH Q2.

2. Do you know of anyone else who might know where (YOUTH'S NAME) is living now? (PROBE FOR NAME, RELATIONSHIP TO YOUTH, ADDRESS, AND PHONE NUMBER OF OTHER SOURCE(S) AND RECORD BELOW AND ON TRACKING SUMMARY FORM (TSW).

NAME AND RELATIONSHIP OF 1ST SOURCE: ____________________

ADDRESS: ____________________

____________________

PHONE #: ____________________

NAME AND RELATIONSHIP OF 2ND SOURCE: ____________________

ADDRESS: ____________________

____________________

PHONE #: ____________________

NAME AND RELATIONSHIP OF 3RD SOURCE: ____________________

ADDRESS: ____________________

____________________

PHONE #: ____________________

3. Do you have any information about where (YOUTH'S NAME) LIVED OR WORKED OVER THE LAST YEAR? PROBE FOR NAMES, ADDRESSES, PHONE NUMBERS AS APPROPRIATE AND RECORD BELOW AND ON TSW.

Thank you very much for your help (TERMINATE CALL)

Record any relevant comments below:

Exhibit A-8

ID# |__|__|__|__|__|__|__|

Interviewer__________

DATE __________

TIME __________ AM/PM

## SCRIPT FOR RESPONDENT

INTRODUCTION

Hello, my name is (YOUR NAME) from Westat Research. I am trying to locate (RESPONDENT'S NAME) for an important study on youths' experiences after discharge from foster care that we are conducting for the United States Administration for Children, Youth and Families. May I speak to (RESPONDENT'S NAME)?

IF SPEAKING TO RESPONDENT GO TO Q1, OTHERWISE REPEAT INTRODUCTION WHEN RESPONDENT COMES TO PHONE, THEN GO TO Q1.

IF RESPONDENT NOT AVAILABLE, GO TO Q12.

Q1. We are trying to learn how young men and women who have been in foster care adjust to living on their own. To do this we are looking for a number of young people who left foster care to talk to them about their experiences since they left. We will be contacting people in the future to talk about these experiences. First I want to make sure you are the person we are looking for.

Have you ever been in foster care?

| | |
|---|---|
| YES | 1 |
| NO | 2 |

(IF KNOWN, ASK) Your birthdate is (READ BIRTHDATE) ______ MO ______ DA ______ YR ?

Is that correct? (CORRECT IF WRONG)

(IF NOT KNOWN, ASK) What is your birthdate? (RECORD BIRTHDATE)

______ MO ______ DA ______ YR

IF RESPONDENT SAYS S(HE) HAS NEVER BEEN IN FOSTER CARE AND THE BIRTHDATE IS NOT BETWEEN THE YEARS 1966 AND 1972, CONCLUDE THE INTERVIEW.

Q2. Now, I want to confirm your current mailing address and phone number so that we can contact you for an interview.

(IF KNOWN, ASK) Your telephone number is (____) ____________________ ?
(READ TELEPHONE NUMBER, INCLUDING AREA CODE)
Is that correct? (CORRECT IF WRONG)

(IF NOT KNOWN, ASK) What is your telephone number?
(RECORD TELEPHONE NUMBER) (    ) ____________________

(IF KNOWN, ASK) Your address is

______________________________________________
(STREET)

______________________________________________
(CITY, TOWN, ZIP CODE)

READ ADDRESS, INCLUDING ZIP CODE Is that correct? (CORRECT IF WRONG)

(IF NOT KNOWN, ASK) What is your address? (RECORD ADDRESS)

______________________________________________
______________________________________________
______________________________________________
______________________________________________

Q3. Also, (IF KNOWN, SAY) I see you are employed at (READ NAME OF EMPLOYER/ORGANIZATION). Is this correct?

YES ................................ 1 (Q4)
NO ................................. 2 (Q6)
(IF NOT KNOWN, GO TO QUESTION 6)

Q4. Do you expect to be there over the next few months?

YES ................................ 1 (PROBE FOR ADDRESS/LOCATION AND PHONE NUMBER AND RECORD BELOW. THEN GO TO Q9)
NO ................................. 2 (Q5)

______________________________________________
______________________________________________
______________________________________________
______________________________________________

Q5. Where do you expect to be employed? (RECORD ANSWER AND PROBE FOR ADDRESS/LOCATION AND PHONE NUMBER AND GO TO Q9)

______________________________________________
______________________________________________
______________________________________________

Q6. Where are you employed? (RECORD ANSWER/AND PROBE FOR ADDRESS/LOCATION AND PHONE NUMBER)

______________________________________________
______________________________________________
______________________________________________

Exhibit A-8 (continued)

Q7. (IF EMPLOYED, SAY) Do you expect to be there over the next few months?

YES ................................ 1 (Q9)
NO ................................. 2 (Q8)

IF NOT EMPLOYED, GO TO Q9

Q8. Where do you expect to be employed? (RECORD ANSWER AND PROBE FOR ADDRESS/LOCATION AND PHONE NUMBER)

Q9. Do you have any plans to move within the next six months?

YES ................................ 1 (Q10)
NO ................................. 2 (Q11)

Q10. Where would you be moving? (PROBE FOR ADDRESS OR PERSON WITH WHOM R WOULD LIVE AND RECORD BELOW)

Q11. As I said before, we will be contacting people in the next few months to talk to them about their experiences in foster care. I hope you will participate in the interview because the information will be used to help young men and women in foster care prepare for living on their own. Your participation will be voluntary and there are no penalties for not taking part. However, your participation is very important and you will be paid $25.00 for your time.

In case we can't reach you, can you give me the names, addresses and telephone numbers of relatives, friends, or neighbors who could get in touch with you? (RECORD BELOW)

REFERENCE NAME (1): ____________________

ADDRESS: ____________________

TELEPHONE: ( ) ____________________

RELATIONSHIP TO YOUTH: ____________________

REFERENCE NAME (2): ______________________

ADDRESS: ______________________

______________________

______________________

TELEPHONE: (    ) ______________________

RELATIONSHIP TO YOUTH: ______________________

REFERENCE NAME (3): ______________________

ADDRESS: ______________________

______________________

______________________

TELEPHONE: (    ) ______________________

RELATIONSHIP TO YOUTH: ______________________

REFERENCE NAME (4): ______________________

ADDRESS: ______________________

______________________

______________________

TELEPHONE: (    ) ______________________

RELATIONSHIP TO YOUTH: ______________________

Thank you very much for your time. You will be receiving information about the survey and when our interviewer will contact you.

COMMENTS ______________________

______________________

______________________

______________________

______________________

Q12. IF RESPONDENT NOT AVAILABLE, CONFIRM THAT S(HE) LIVES THERE, ESTABLISH A GOOD TIME TO CALL BACK, AND ALSO LEAVE THE 800 NUMBER FOR THE RESPONDENT TO CALL WESTAT (RECORD INFORMATION) AND THANK PERSON FOR THEIR TIME.

____________________

____________________

____________________

____________________

WESTAT
An Employee-Owned Research Corporation
1650 Research Blvd. • Rockville, MD 20850-3129 • 301 251-1500 • FAX 301 294-2040.

Exhibit A-9

«data ggresp.dat»

Dear

I am writing to ask your assistance in an important study that Westat is currently conducting, the National Evaluation of Foster Care Independent Living Programs for Youth, sponsored by the Administration for Children, Youth and Families. Enclosed is a letter from the Federal Project Officer, describing the study in some detail.

You are one of about 1600 young people from all over the country who has been randomly selected to participate in the study of youth who have been in foster care. We are interested in learning about your experiences and how you have made the transition to living independently, so that social welfare professionals can make more informed decisions about future services.

We have had some difficulty contacting you by phone, and so I would appreciate your calling us on our toll-free number, so that we can get you in touch with one of our interviewers to administer an interview that will take about one hour.

**For completing the interview we will pay you $25.00.**

Please be assured that all information will be kept in complete confidence, and will not be turned over to any other individual or agency.

Our toll-free number is 1-800-873-9139.

Please let us hear from you.

Sincerely,

Ginny Grimes
Research Assistant

Enclosure

Exhibit A-10

«aname»
«address»
«citystatezip»

Dear «sir»:

I am writing you this letter to request your assistance for information regarding your «relation», «bname». Westat, Inc. is currently conducting **A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth**, for the Department of Health and Human Services, Administration for Children, Youth and Families. Enclosed please find a letter from the Federal Project Officer from the Department of Health and Human Services explaining the study in more detail. I hope this serves the purpose of giving you enough information to allow our interviewer to contact your «relation», «bname». We received our information concerning «bname» and other foster care children from child welfare agencies within the states.

At this time, our interviewer will be asking «bname» a few questions concerning where we would be able to contact «gender» for the actual interview. This is just the locating stage, however, «bname» will be reimbursed $25.00 at the completion of the actual telephone interview. The information collected from «bname» and many other youth will serve as a basis for further understanding of the needs of older youth in foster care and will also enable child welfare professionals to make informed decisions concerning the types of services these youth need in their transition to independent living. Let me assure you that any information given concerning names, addresses and other identifying information will be kept out of any published materials.

We would like you to pass along our telephone center's toll-free number to your «relation» and have «gender» call and ask for someone connected with the foster care study. The toll free number for the Telephone Center is 1-800-638-8778. In addition, if you have any information that might help us or if you have any questions, please feel free to call me personally at 1-800-937-8281. Thank you in advance for your effort.

Sincerely,

Ginny Grimes
Research Assistant
Westat, Inc.

Enclosure
«ID»

Exhibit A-12

«DATA agency1.dat»

«name»
«title»
«address»
«citystatezip»

Dear «sir»:

Westat, Inc. has been contracted by Department of Health and Human Services, Administration for Children, Youth and Families to conduct **A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth**. This study is designed to assess the influence of the Independent Living Initiatives on the policies, programs, services, training and funding provided by state and local foster care agencies to prepare and support adolescents in their transition to independent living. It was also designed to identify the relationship between outcomes for youth once they have been discharged from foster care and whether or not they received independent living services. The study includes:

- Locating the youth for whom we previously completed case record abstracts, and
- Interviewing these youth after they have been located to ascertain information about their transition to independent living.

I am writing to ask for your assistance in helping to find some of the youth who have been traced to your agency. These youth may not be involved with your agency now, however, we are hoping that your agency may have information on their current whereabouts. We are looking for information such as the last known address, relatives' addresses, and any other information you may have which you believe could be helpful in our search. In the recent past, an interviewer from Westat, Inc. called to see if we could count on your assistance in this all important study. At that time you had requested more information on the study for confidentiality reasons.

Enclosed you will find a letter from Mr. David Fairweather, the Federal Project Officer, explaining the study in more detail and a listing of those youth we are trying to find. I want to emphasize that youths' participation will be voluntary and that they will be reimbursed for their time. In a couple of days an interviewer will again be contacting you to see if this information is available and to ask for your help. We hope that you will be able to help us as the information provided through these interviews will enable child welfare professionals to make informed decisions on the type and scope of services youth in foster care need.

If you have any questions, please feel free to call me at (800) 937-8281. Thank you, in advance, for your help.

Sincerely,

Ronna J. Cook, M.S.W.
Project Director

Enclosures

Exhibit A-11

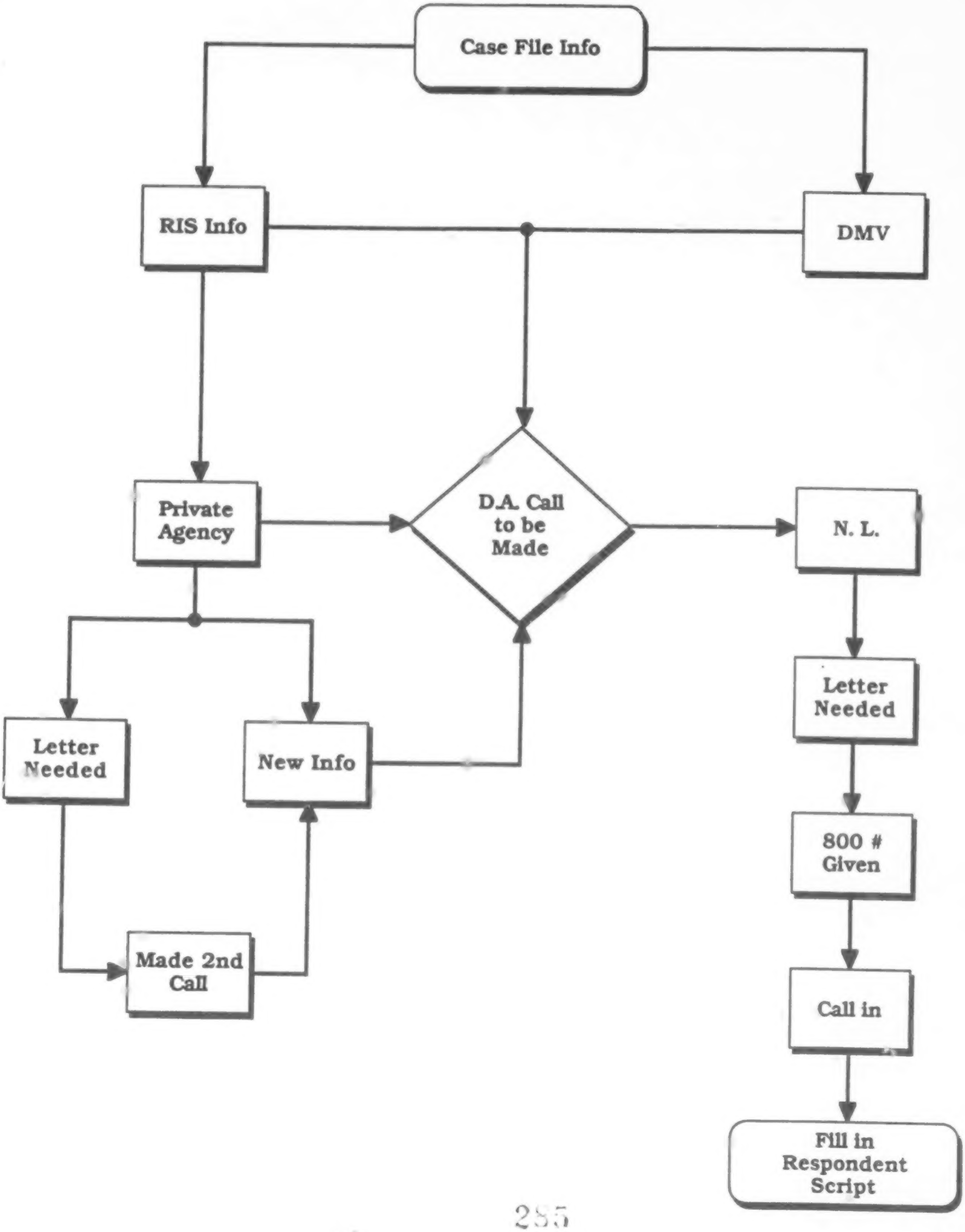

Case File Info
RIS Info
DMV
Private Agency
D.A. Call to be Made
N. L.
Letter Needed
New Info
Letter Needed
800 # Given
Made 2nd Call
Call in
Fill in Respondent Script

Exhibit A-13

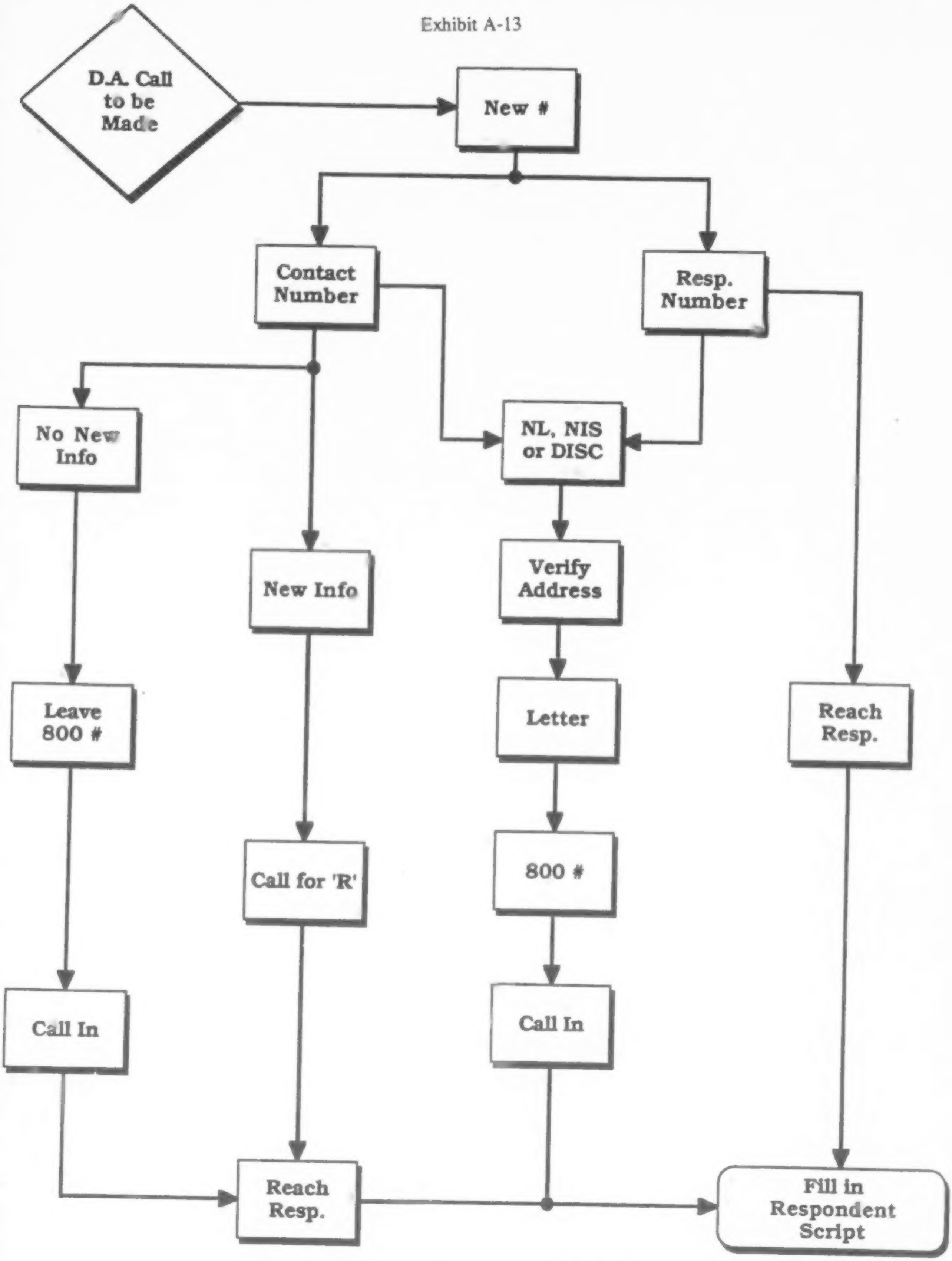

D.A. Call to be Made
New #
Contact Number
Resp. Number
No New Info
New Info
NL, NIS or DISC
Verify Address
Leave 800 #
Letter
Reach Resp.
Call for 'R'
800 #
Call In
Call In
Reach Resp.
Fill in Respondent Script

Exhibit A-14

## THE STUDY OF FOSTER CARE INDEPENDENT LIVING PROGRAMS FOR YOUTH

LABEL

### TELEPHONE INTRODUCTIONS

Hello. This is (YOUR NAME) of Westat Research. I'm calling for the United States Department of Health and Human Services. May I speak with (RESPONDENT)?

IF RESPONDENT, FAMILY MEMBER, OR AGENCY STAFF, CONTINUE WITH:

I'm calling about the National Study on Foster Care Independent Living Programs for Youth.

IF OTHER INFORMANT, CONTINUE WITH:

I'm calling in connection with a national study of young adults and their general living experiences.

IF INFORMANT WANTS TO KNOW MORE ABOUT THE STUDY:

The study is about the experiences of young adults in regard to housing, health care, employment, and other social issues.

IF RESPONDENT NOT AT THIS PHONE NUMBER, USE APPROPRIATE FOLLOW-UP, AND RECORD ON RECORD-OF-CONTACTS:

Do you know where (RESPONDENT) lives?

Do you know where s/he moved?

Do you know how to contact (RESPONDENT)?

SEE SECTION 5.4 OF FIELD MANUAL FOR ADDITIONAL FOLLOW-UP QUESTIONS.

## NON-INTERVIEW REPORT

COMPLETE THIS REPORT IF AFTER YOUR BEST EFFORTS YOU HAVE BEEN UNABLE TO INTERVIEW THIS RESPONDENT.

1. REASON FOR NON-INTERVIEW:

| | | |
|---|---|---|
| UNTRACEABLE | 1 | (Q.2) |
| REFUSAL OR BREAKOFF | 2 | (Q.3) |
| OTHER | 3 | (Q.4) |

2. DESCRIBE YOUR EFFORTS IN TRYING TO LOCATE THE RESPONDENT. WHAT TRACING SOURCES DID YOU USE?

SKIP TO Q.5

3. THE REFUSAL WAS . . .

| | |
|---|---|
| MILD, NOT HOSTILE | 1 |
| FIRM, NOT HOSTILE | 2 |
| HOSTILE | 3 |

A. WHAT REASON DID THE RESPONDENT GIVE FOR REFUSING?

B. HOW DO YOU THINK THIS CASE MIGHT BE COMPLETED?

SKIP TO Q.5

Exhibit A-14 (continued)

(NON-INTERVIEW REPORT, CONT'D)

4. DESCRIBE WHY YOU WERE UNABLE TO INTERVIEW THIS RESPONDENT.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________ GO TO Q.5

5. DID YOU LEAVE OR MAIL A SELF-ADMINISTERED QUESTIONNAIRE?

YES .................................................... 1 (A)
NO ..................................................... 2 (B)

A. WHEN DID YOU LEAVE OR MAIL THE SELF-ADMINISTERED QUESTIONNAIRE?

DATE: ____/____/____ (END)

B. WHY NOT?

________________________________________________________________________

## RECORD OF CONTACTS

| INT | DATE | DAY | TIME | CONTACT |  | RESULT CODE | SOURCE CODE | COMMENTS |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  | P | T |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |
|  |  |  | am<br>pm |  |  |  |  |  |

### INTERIM RESULT CODES

|  |  |
|---|---|
| No Contact | 50 |
| Appointment | 51 |
| Broke Appointment | 52 |
| ILL | 53 |
| Unavailable | 54 |
| Refusal | 55 |
| Tracing/Can't Locate | 56 |

### FINAL RESULT CODES

|  |  |
|---|---|
| Complete (phone) | 60 |
| Complete (in-person) | 61 |
| Complete (S/A) (OFFICE USE ONLY) | 62 |
| ILL | 63 |
| Unavailable | 64 |
| Refusal | 65 |
| Untraceable | 66 |
| Left S/A Ques | 67 |
| Deceased | 68 |
| Other | 69 |

### SOURCE CODES

|  |  |
|---|---|
| Foster Family | 70 |
| Birth Family | 71 |
| Friends | 72 |
| Welfare Agency | 73 |
| Social Service Agency | 74 |
| Employer | 75 |
| School | 76 |
| Group Home/Shelter | 77 |
| Institution | 78 |
| Other | 79 |

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Exhibit A-15

```
                         FACE  SHEET
+-----------------------------------------------------+

RESP ID:  0201055

RESP FIRST NAME:  John
RESP LAST NAME:   Smith

INTERVIEWER'S INITIALS:  JF
DATE:  11/30/89
MILITARY TIME:  12:40

SOURCE CODE:   2
SOURCE FIRST NAME:   Jane
SOURCE LAST NAME:    Smith   (MOTHER)
ADDRESS1:   1234 Main Street
ADDRESS2:
CITY:  GUYMAN
STATE:  OK
ZIP:  73942
TELEPHONE NUMBER:  (405)555-1212

RESULT CODE:  11

RESP'S_FIRST:      John
RESP'S_LAST:       Smith
RESP'S_ADDRESS1:  SAME AS ABOVE
RESP'S_ADDRESS2:
RESP'S_CITY:
RESP'S_STATE:
RESP'S_ZIP:        0
RESP'S_TELEPHONE:  (405)338-7289

COMMENT1:  SEE MEMO FIELD
COMMENT MEMO:  R IS IN THE NAVY STATIONED AT US NAVAL SUBMARINE
               SCHOOL IN GROTON, CT.  R WILL BE TRANSFERRED
               DECEMBER 15 TO MISSISSIPPI-DK WHERE EXACTLY.
```

Exhibit A-16

The following are the Result Codes and Source Codes you must use; they appear on the Assignment Folder:

## INTERIM RESULT CODES

| | |
|---|---|
| No Contact | 50 |
| Appointment | 51 |
| Broke Appointment | 52 |
| Ill | 53 |
| Unavailable | 54 |
| Refusal | 55 |
| Tracing/Can't Locate | 56 |

## FINAL RESULT CODES

| | |
|---|---|
| Complete (phone) | 60 |
| Complete (in-person) | 61 |
| Complete.(self-administered)(FOR OFFICE USE ONLY) | 62 |
| Ill | 63 |
| Unavailable | 64 |
| Refusal | 65 |
| Can't Locate/Untraceable | 66 |
| Left Self-Administered Questionnaire | 67 |
| Deceased | 68 |
| Other | 69 |

## SOURCE CODES

| | |
|---|---|
| Foster Family | 70 |
| Birth Family/Relatives | 71 |
| Friends or Neighbors | 72 |
| Welfare Agency | 73 |
| Community Social Service Agency or Church Group | 74 |
| Employer | 75 |
| School | 76 |
| Group Home or Shelter | 77 |
| Institution | 78 |
| Other | 79 |

# APPENDIX B: DATA ANALYSIS

# DATA ANALYSIS

To appropriately address Phase II goals and objectives one major analytic strategy was employed. This involved youth level assessments (based on interview information) of the way(s) in which a youth's receipt of independent living services affected a number of outcomes intended to measure youth's self-sufficiency. Where necessary, youth level case history and demographic information was used from the case record abstracts completed during Phase I. The results of the analyses were presented in Volume I. This appendix presents a discussion of the definition of independent living services and the weighting and estimation procedures used.

## 1. Measuring Independent Living Services

Receipt of independent living services can be measured several ways. These include:

1. A variable indicating the receipt of any vs. no independent living skills;
2. A set of variables representing the receipt of any vs. no services within an area. An "area" consists of a grouping of several skills. For example, of the list of 23 skills presented above, several of the specific skills are considered home making skills (including learning to prepare meals, choose nutritionally good food, doing housekeeping, and shopping);
3. A variable that indicates the number of skills that the person was taught during foster care;
4. A programmatic measure which indicates receipt of services within a prespecified set of areas, thus reflecting a more comprehensive approach to service delivery. Such an approach would differ from either the number of services or the no vs. any measurement, since it would place priority on certain areas for receiving independent living skills.

Corresponding to the four approaches discussed above, five measures of independent living skills receipt were developed from the list of questions asked of discharged youth. Each measure provides a slightly different perspective on the impact of service receipt on outcomes. In turn, the differences in the results of each of these service receipt measures on outcomes suggests alternatives for targeting service delivery decisions. These measures are:

1. A dichotomous variable that indicates the receipt of at least one service. This measure does not take into account the specific type of training the youth received. Instead, youth are categorized by whether or not they had any training or no training. Youth who had training in only one skill area were grouped with youth who had training in all the skill areas. Among the population in our study, 16 percent of the youth reported no skills training whatsoever during their foster care.

2. A set of 12 dichotomous variables indicating the receipt of at least 1 of the skills within that category. The 23 different skills listed above can be grouped according to the type of skill the specific service is teaching. Specifically, the skills have been grouped into the following skills areas. These categories were devised for analytic purposes and were based on the degree of correlation between each of the skills taught. The correlation matrix is provided in Appendix C.

| | |
|---|---|
| MONEY: | How to budget your money, opening a bank account, and how to balance a checkbook. |
| CREDIT: | Obtaining a credit card. |
| CONSUMER: | Skills related to buying a car and obtaining auto insurance. |
| HEALTH: | Getting health insurance and getting health care. |
| BIRTH CONTROL: | How to make decisions about birth control. |
| HOME MANAGEMENT: | Preparing meals, choosing nutritionally good food, doing housekeeping, and shopping. |
| EMPLOYMENT: | How to find a job. |
| EDUCATION: | Finding opportunities for training and education. |
| HOUSING: | Finding a place to live. |
| LEGAL: | Obtaining legal assistance. |
| COMMUNITY: | Locating community resources. |
| SOCIALIZATION: | How to make friends, setting and achieving goals, telling other people how you feel, expressing your opinion, and making decisions. |

A youth is considered to have received skills training in an area if at least one of the services listed within that area was received; otherwise the youth is considered to have had no training in that area. For this measure, the impact of each skill area on particular outcomes is assessed. For example, were those youth who received employment skills training better able to maintain a job for at least a year than those who did not receive such training?

3. A continuous measure of the number of services received by the youth during foster care. Since the questionnaire asked about 23 different skills, this variable ranges from 0 to 23. Table B-1 provides the percentage of youths receiving each of these services.

   A majority of the youth received training in skills related to home management (64%) or socialization (60%), skills that are more commonly taught on an informal basis. A much smaller percentage received services related to difficult monetary concepts such as obtaining health insurance (18%) or car insurance (16%).

4. Two program definitions that look at the number of skill areas within a predefined set of skills received by the youth. This measure addresses whether a combination of skills training in a predefined set leads to better outcomes. The program approaches are defined as:

   (a) A definition which looks at the proportion of areas in which the youth received training in 10 areas including money, credit, consumer, education, employment, socialization, health, family planning, locating housing and home management

   (b) A 5 core service program which includes skills training in the area of money management (money, credit and consumer), education, and employment. These particular skill areas were chosen based on preliminary analysis showing they were related to the outcomes being measured. The measure represents a score from zero to 1 which indicates the proportion of skill areas in which the youth received instruction during foster care. For example, a youth who received services in three of the six areas would receive a score of .50.

## 2. Weighting and Estimation for Phase II

Each adolescent for whom a Phase 2 questionnaire was completed received a sampling weight which contained the following components: (1) adolescent base weight, (2) site-level nonresponse adjustment factor, and (3) adolescent level. Sampling weights were needed to obtain national projections of foster care youth receiving training in independent living skills, enrolled in independent living programs, and living in an independent living arrangement as well as demographic and case history characteristics of foster care youth.

Table B-1. Percent of discharged youths reporting receipt of services

| Independent Living Skills | Percent Reporting "Taught during Foster Care" |
|---|---|
| ■ Budgeting Money | 45.9% |
| ■ Opening Bank Account | 45.3 |
| ■ Balancing Checkbook | 33.7 |
| ■ Obtaining Credit Card | 14.8 |
| ■ Buying a Car | 16.4 |
| ■ Getting Auto Insurance | 16.3 |
| ■ Getting Health Insurance | 17.5 |
| ■ How to Make Friends | 40.7 |
| ■ Getting Health Care | 28.2 |
| ■ Decisions about Birth Control | 46.4 |
| ■ Prepare Meals | 63.6 |
| ■ Choose Nutritional Food | 58.6 |
| ■ How to Find a Job | 45.2 |
| ■ Finding Opportunities for Training & Education | 45.4 |
| ■ Finding a Place to Live | 30.4 |
| ■ Housekeeping | 63.7 |
| ■ Shopping | 53.7 |
| ■ Obtaining Legal Assistance | 22.6 |
| ■ Locating Community Resources | 43.1 |
| ■ Setting/Achieving Goals | 55.8 |
| ■ Telling Other People How You Feel | 53.7 |
| ■ Expressing Opinions | 56.9 |
| ■ Making Decisions | 59.[illegible] |

Before discussing the components of the Phase 2 sampling weights, aspects of the data collection activities affecting the Phase 2 sampling weights will be described. All adolescents selected in the Phase 1 sample whose case records were located and who met the survey eligibility criteria received a Phase 1 sampling weight. All of these adolescents receiving a Phase 1 sampling weight were eligible to be interviewed in Phase 2. For some sites selected in the Phase 1 sampling, administrators of social service agencies would not release any information which could be used to trace Phase 1 sample adolescents. Even though other agencies cooperated by providing information needed for tracing, many adolescents still could not be located. Of the adolescents that were located, only a small proportion refused to be interviewed.

Phase 2 of the Survey was a followup of all selected adolescents in Phase 1 whose case records were located and who met the eligibility criteria. The Phase 2 base weight is simply the Phase 1 final weight. Exhibit B-1 presents the Phase 1 base weights. The Phase 2 base weight accounted for the fact that foster care adolescents had different chances of selection in the Phase 1 sampling and that adolescent case records were subject to different levels of locatability. In Phase 1, 1,644 case records were completed. Interviews were completed on 810 of these adolescents. Since such a large proportion of sampled adolescents could not be interviewed, the Phase 1 final weights were adjusted to compensate for the loss of adolescents who could not be interviewed.

The first weighting adjustment accounted for the loss of sample adolescents due to noncooperative sites. As mentioned earlier, there were some sites where administrators of social welfare agencies refused to provide any information that could be used to trace the adolescents. To account for the fact that the adolescents sampled in these sites had no chance to be interviewed due to noncooperation of site administrators, adjustments for nonresponse were made using weighted aggregates of adolescents for the sites.

The site-level nonresponse adjustment categories were developed from stratification variables used in the Phase I sampling. In the Phase 1 sample design, all states and the District of Columbia were grouped into three strata based on the scope and magnitude of independent living initiatives during foster care undertaken by the States. States were sampled and counties or county clusters within sampled States were grouped into urban and rural strata. The state strata and the urbanicity strata were used to define the cells for which adjustment factors for site-level nonresponse were calculated.

Exhibit B-1. State weights, county weights, and adolescent weights for Survey of Foster Care Independent Living Programs for Youth

| State | State Weight | County or County Cluster | County Weight | Adolescent Weight for those receiving services | Adolescent Weight for those not receiving services |
|---|---|---|---|---|---|
| **Arizona** | 3.532 | | | | |
| | | Maricopa | 1.000 | 1.000 | 8.844 |
| | | Pima | 1.000 | 1.000 | 8.844 |
| | | Coconino<br>Apache<br>Navajo<br>Yavapai | 2.512 | 1.000 | 3.520 |
| **California** | 1.000 | | | | |
| | | Los Angeles | 1.731 | 6.133 | 6.133 |
| | | Contra Costa<br>San Joaquin<br>Stanislaus | 6.124 | 1.6842 | 1.6842 |
| | | Siskiyou<br>Humboltd<br>Glenn | 5.722 | 1.000 | 1.714 |

### Exhibit B-1. State weights, county weights, and adolescent weights for Survey of Foster Care Independent Living Programs for Youth (continued)

| State | State Weight | County or County Cluster | County Weight | Adolescent Weight for those receiving services | Adolescent Weight for those not receiving services |
|---|---|---|---|---|---|
| New York | 1.000 | | | | |
| | | New York | 1.000 | 3.986 | 45.20 |
| | | Cayuga<br>Seneca<br>Cortland | 10.018 | 1.000 | 3.118 |
| | | Livingston | 7.676 | 1.000 | 4.070 |
| | | Ontario | | 1.000 | 4.070 |
| | | Monroe | | 2.000 | 8.139 |

### Exhibit B-1. State weights, county weights, and adolescent weights for Survey of Foster Care Independent Living Programs for Youth (continued)

| State | State Weight | County or County Cluster | County Weight | Adolescent Weight for those receiving services | Adolescent Weight for those not receiving services |
|---|---|---|---|---|---|
| Tennessee | 9.498 | | | | |
| | | Shelby | 1.785 | 1.000 | 1.000 |
| | | Knox<br>Sevier | 4.494 | 1.000 | 1.000 |
| | | Weakley<br>Henry<br>Stewart | 10.337 | 1.000 | 1.000 |
| Pennsylvania | 2.001 | | | | |
| | | Philadelphia | 1.104 | 2.805 | 2.805 |
| | | Lancaster<br>Adams<br>York | 11.79 | 1.000 | 2.125 |
| | | Clinton<br>Tioga<br>Bradford | 7.631 | 1.000 | 1.000 |

The site-level, nonresponse adjustment factor for a state stratum/urbanicity cell was computed by first summing the Phase 2 base weights for all eligible adolescents in the cell, and then dividing this sum by the sum of the Phase 2 base weights for all eligible adolescents in cooperating sites within the cell. Using the Phase 2 base weights multiplied by the appropriate site-level adjustment factor, strata/urbanicity cells are properly represented in the adolescent target population. The site-level, nonresponse adjustment factors for the strata/urbanicity cells are shown in Exhibit B-2.

Given that a substantial portion of the adolescent sample in cooperating sites was not interviewed, the survey estimates using only the site-level adjustment are subject to nonresponse bias; that is, the response patterns for those adolescents who were interviewed may differ from the response patterns for those adolescents who were not interviewed. The amount of nonresponse bias can be reduced if adjustment factors can be formulated based on variables that are highly correlated with the response rates. These variables can be used to construct a model that estimates an adolescent's likelihood of being interviewed given the measurements on these variables. Using the inverse of the estimated likelihood of being interviewed as a weighting adjustment for adolescent nonresponse compensates for the variation in the response rates across cells, and reduces nonresponse bias.

To estimate a sample unit's response probability, a logistic regression model is postulated where the explanatory variables are variables strongly associated with interview status. The logistic regression model is expressed as:

$$P \quad = \quad 1/\,(1 + \exp\,(\,-\,\beta_0 + \beta_1 X_1 + \ldots + (\,\beta_k X_k\,) + \epsilon$$

where

$P$ = response propensity for an adolescent

$X_i$ = value of the i th explanatory variable

$\epsilon$ = random error

$\beta_1, \beta_2, \ldots \beta_k$ = unknown regression parameters.

Exhibit B-2. Site-level nonresponse adjustment factors by state strata and urbanicity

| State Stratum definition | Urbanicity class | Site-level nonresponse adjustment factors |
|---|---|---|
| Undertaken a substantial number of independent living services initiatives | Urban | 1.747 |
| Undertaken a substantial number of independent living services initiatives | Rural | 1.201 |
| Undertaken some independent living initiatives at an average level | Urban | 1.000 |
| Undertaken some independent living initiatives at an average level | Rural | 1.079 |
| Undertaken little initiative in developing independent living services | Urban | 1.596 |
| Undertaken little initiative in developing independent living services | Rural | 1.596 |

Alternatively, the logistic model can be expressed as:

$$\log (P/(1-P) = \beta_o + \beta_1 X_1 + \ldots + \beta_k X_k + \epsilon$$

where (P/(1-P) is the odds of obtaining a Phase 2 interview.

The first step in the model building was a search for explanatory variables. For any explanatory variable, values of the variable had to be known for nonrespondents as well as respondents. Given that case record abstracts had been completed for all adolescents eligible for Phase 2 interviewing, there were a large number of variables that satisfied this requirement. The response rate was computed for each level of a variable found in the Phase 1 case record abstract that was speculated to have some association with an adolescent's likelihood of completing a Phase 2 questionnaire. Variables with large variations in response rates across their categories were included on the list of prospective explanatory variables for the logistic regression model.

The three variables having the largest variation in response rates across their categories were state, receipt of independent living services, and age left care. The fact that there was sizeable variation in adolescent response rates by state was not surprising. A tracer's ability to locate an adolescent was a function of the information available for tracing. In turn, the quality of the recordkeeping system of the state's social welfare delivery system had an impact on the amount of information available. States maintaining an up-to-date and organized database were able to provide better locating information.

Westat tracers located a greater number of adolescents who were identified as having services than not receiving services because of oversampling youth with services (67% and 33% respectively). Observing the relationship between the age left care categories and the response rates it was apparent that the older an adolescent was when he or she left care, the greater the likelihood of locating and interviewing the adolescent.

The final response propensity model that was chosen to predict the probability of a Phase 2 interview being completed used state and a recode of the age left care variable. The age-left-care variable was recoded into the categories of less than 19 years of age and 19 years of age and above because finer categories did not improve the predictive ability of the model. A variable indicating whether or not the adolescent had received independent living services was dropped when it was observed that the inclusion of this variable did not significantly improve the prediction of the response propensity. Table B-2 shows the estimates, chi-square statistics, and p-values for the parameters of the response propensity model. Exhibit B-3 shows the adolescent nonresponse adjustment factors by state and age group.

The final Phase 2 weight was the product of the following three components: (1) Phase 2 base weight (2) site-level nonresponse adjustment factor and (3) the inverse of the predicted adolescent response propensity.

Nonresponse adjustment helps to chip away at the bias that may be found in the sample. However, it cannot eliminate the bias completely. As discussed above, based on the information available, systematic differences were found between youth found and not found in three areas. These included receipt of services, state, and age left care. The differences in youth based on receipt of services and age left care were found to be highly correlated. Therefore, to identify any systematic differences due to age or receipt of services, it only becomes necessary to explore in detail one of the variables. As it was more likely to find older youth than younger youth, Tables B-3 and B-4 present the differences in a number of characteristics for 16 and 17 year old youth. By noting the differences in these youths' characteristics, we can begin to identify those type of youth not fully represented by the sample.

As is depicted by the tables, the distributions for the 16 year old population are very similar with the exception of runaway behavior, emotional problems, delinquency, drug abuse, and pregnancy. Youth who were identified as runaways, delinquents, emotionally disturbed, and having abused drugs were less likely to be found. Young women who had been pregnant in care were more likely to be found.

A major difference was also apparent in the amount of information available on those found and not found. Across all variables, those youth where information was available were more likely to be found.

Table B-2. Parameter estimates for logistic regression model predicting an adolescent's propensity to respond

| **Variable** | **Parameter estimate** | **Chi-square statistic** | **Probability of a greater chi-square value** |
|---|---|---|---|
| Intercept | 0.2290 | 1.5348 | 0.2154 |
| California | -0.1712 | 0.5024 | 0.4784 |
| Illinois | 0.8570 | 9.1645 | 0.0025 |
| Missouri | 0.3931 | 2.9702 | 0.0848 |
| New York | -1.0216 | 18.7906 | 0.0001 |
| Pennsylvania | -0.4181 | 3.4840 | 0.0620 |
| Tennessee | 1.6262 | 43.4773 | 0.0001 |
| Age left care | 0.4998 | 8.7137 | 0.0032 |

Exhibit B-3. Adolescent-level nonresponse adjustment factors by state and age group

| State | Age Group | Adolescent-level Nonresponse Adjustment Factor |
|---|---|---|
| Arizona | Less than 19 years | 1.797 |
|  | 19 years and above | 1.470 |
| California | Less than 19 years | 1.945 |
|  | 19 years and above | 1.558 |
| Illinois | Less than 19 years | 1.340 |
|  | 19 years and above | 1.200 |
| Missouri | Less than 19 years | 1.515 |
|  | 19 years and above | 1.304 |
| New York | Less than 19 years | 3.236 |
|  | 19 years and above | 2.319 |
| Pennsylvania | Less than 19 years | 2.211 |
|  | 19 years and above | 1.715 |
| California | Less than 19 years | 1.157 |
|  | 19 years and above | 1.093 |

Table B-3. Percent distributions of 16 year olds found and not found for a number of characteristcs

| | Found (37%) (%) | Not found (63%) (%) |
|---|---|---|
| Race | | |
| White | 67 | 63 |
| Hispanic | 4 | 6 |
| Black | 27 | 27 |
| Other | 1 | 4 |
| Total | 100 | 100 |
| Physically Abused | | |
| Yes | 18 | 18 |
| No | 73 | 66 |
| Unknown | 9 | 16 |
| Total | 100 | 100 |
| Sexually Abused | | |
| Yes | 21 | 13 |
| No | 74 | 74 |
| Unknown | 5 | 13 |
| Total | 100 | 100 |
| Emotionally Abused | | |
| Yes | 17 | 16 |
| No | 73 | 60 |
| Unknown | 10 | 24 |
| Total | 100 | 100 |
| Physically Neglected | | |
| Yes | 17 | 15 |
| No | 75 | 66 |
| Unknown | 8 | 19 |
| Total | 100 | 100 |
| Emotionally Neglected | | |
| Yes | 18 | 27 |
| No | 73 | 52 |
| Unknown | 9 | 21 |
| Total | 100 | 100 |
| In Need of Health Care | | |
| Yes | 12 | 8 |
| No | 82 | 82 |
| Unknown | 6 | 10 |
| Total | 100 | 100 |

Table B-3. Percent distributions of 16 year olds found and not found for a number of characteristcs (continued)

| | Found (37%) (%) | Not found (63%) (%) |
|---|---|---|
| Emotionally Disturbed | | |
| Yes | 30 | 40 |
| No | 63 | 46 |
| Unknown | 7 | 14 |
| Total | 100 | 100 |
| Delinquent Behavior | | |
| Yes | 14 | 25 |
| No | 78 | 66 |
| Unknown | 8 | 9 |
| Total | 100 | 100 |
| Status Offender | | |
| Yes | 18 | 30 |
| No | 71 | 59 |
| Unknown | 11 | 11 |
| Total | 100 | 100 |
| Alcohol Abuse | | |
| Yes | 9 | 18 |
| No | 72 | 58 |
| Unknown | 19 | 24 |
| Total | 100 | 100 |
| Drug Abuse | | |
| Yes | 12 | 26 |
| No | 70 | 50 |
| Unknown | 18 | 24 |
| Total | 100 | 100 |
| Runaway Episodes | | |
| Yes | 41 | 60 |
| No | 51 | 33 |
| Unknown | 8 | 7 |
| Total | 100 | 100 |
| Pregnancy | | |
| Yes | 14 | 4 |
| No | 80 | 86 |
| Unknown | 6 | 10 |
| Total | 100 | 100 |
| Handicapped | | |
| Yes | 17 | 14 |
| No | 83 | 86 |
| Total | 100 | 100 |

Table B-3. Percent distributions of 16 year olds found and not found for a number of characteristcs (continued)

| | Found (37%)<br>(%) | Not found (63%)<br>(%) |
|---|---|---|
| Age Entered | | |
| 0-5 | 4 | 3 |
| 6-10 | 5 | 9 |
| 11-13 | 13 | 20 |
| 14-16 | 78 | 68 |
| Total | 100 | 100 |
| Length in Care | | |
| 1-6 months | 33 | 31 |
| 7-12 months | 22 | 22 |
| 13-36 months | 31 | 23 |
| 37-60 months | 6 | 12 |
| 61+ months | 8 | 12 |
| Total | 100 | 100 |
| Number of Placements (Recidivism) | | |
| 1 | 85 | 83 |
| 2 | 10 | 12 |
| 3 | 1 | 3 |
| 4 | 1 | 1 |
| 5 | 3 | 1 |
| Total | 100 | |
| Parental Rights Terminated | | |
| Yes | 7 | 2 |
| No | 93 | 98 |
| Total | 100 | 100 |
| Highest Grade of Schooling | | |
| ≤8 | 12 | 20 |
| 9 | 28 | 17 |
| 10 | 19 | 15 |
| 11 | 12 | 6 |
| Unknown | 28 | 42 |
| Total | 100 | 100 |

Table B-4. Percent distributions of 17 year olds found and not found for a number of characteristcs

| | Found (50%) (%) | Not found (50%) (%) |
|---|---|---|
| Race | | |
| White | 69 | 58 |
| Hispanic | 2 | 4 |
| Black | 26 | 35 |
| Other | 3 | 3 |
| Total | 100 | 100 |
| Physically Abused | | |
| Yes | 30 | 23 |
| No | 67 | 68 |
| Unknown | 3 | 9 |
| Total | 100 | 100 |
| Sexually Abused | | |
| Yes | 14 | 21 |
| No | 82 | 65 |
| Unknown | 4 | 14 |
| Total | 100 | 100 |
| Emotionally Abused | | |
| Yes | 28 | 25 |
| No | 68 | 65 |
| Unknown | 4 | 10 |
| Total | 100 | 100 |
| Physically Neglected | | |
| Yes | 20 | 23 |
| No | 76 | 58 |
| Unknown | 4 | 19 |
| Total | 100 | 100 |
| Emotionally Neglected | | |
| Yes | 32 | 30 |
| No | 64 | 47 |
| Unknown | 4 | 23 |
| Total | 100 | 100 |
| In Need of Health Care | | |
| Yes | 5 | 7 |
| No | 95 | 81 |
| Unknown | 5 | 12 |
| Total | 100 | 100 |

Table B-4. Percent distributions of 16 year olds found and not found for a number of characteristcs (continued)

| | Found (37%)<br>(%) | Not found (63%)<br>(%) |
|---|---|---|
| Emotionally Disturbed | | |
| Yes | 35 | 35 |
| No | 60 | 52 |
| Unknown | 5 | 13 |
| Total | 100 | 100 |
| Delinquent Behavior | | |
| Yes | 24 | 22 |
| No | 74 | 69 |
| Unknown | 2 | 9 |
| Total | 100 | 100 |
| Status Offender | | |
| Yes | 26 | 13 |
| No | 72 | 70 |
| Unknown | 2 | 17 |
| Total | 100 | 100 |
| Alcohol Abuse | | |
| Yes | 19 | 13 |
| No | 74 | 67 |
| Unknown | 7 | 20 |
| Total | 100 | 100 |
| Drug Abuse | | |
| Yes | 25 | 15 |
| No | 67 | 62 |
| Unknown | 8 | 23 |
| Total | 100 | 100 |
| Runaway Episodes | | |
| Yes | 43 | 58 |
| No | 54 | 31 |
| Unknown | 3 | 11 |
| Total | 100 | 100 |
| Pregnancy | | |
| Yes | 12 | 10 |
| No | 85 | 81 |
| Unknown | 3 | 9 |
| Total | 100 | 100 |
| Handicapped | | |
| Yes | 11 | 10 |
| No | 89 | 90 |
| Total | 100 | 100 |

Table B-4. Percent distributions of 16 year olds found and not found for a number of characteristcs (continued)

| | Found (37%) (%) | Not found (63%) (%) |
|---|---|---|
| Age Entered | | |
| 0-5 | 1 | 7 |
| 6-10 | 5 | 6 |
| 11-13 | 18 | 7 |
| 14-17 | 76 | 80 |
| Total | 100 | 100 |
| Length in Care | | |
| 1-6 months | 15 | 15 |
| 7-12 months | 18 | 12 |
| 13-36 months | 40 | 36 |
| 37-60 months | 12 | 20 |
| 61+ months | 15 | 17 |
| Total | 100 | |
| Number of Placements (Recidivism) | | |
| 1 | 83 | 81 |
| 2 | 11 | 13 |
| 3 | 3 | 2 |
| 4 | 0 | 0 |
| 5 | 3 | 4 |
| Total | 100 | 100 |
| Parental Rights Terminated | | |
| Yes | 6 | 7 |
| No | 94 | 93 |
| Total | 100 | 100 |
| Highest Grade of Schooling | | |
| ≤8 | 15 | 17 |
| 9 | 22 | 13 |
| 10 | 14 | 20 |
| 11 | 13 | 11 |
| 12 | 11 | 9 |
| Unknown | 25 | 30 |
| Total | 100 | 100 |

The differences in the distribution of characteristics for found and unfound 17 year old youth were similar to the 16 year olds. Seventeen year olds who were runaways and drug abusers were less likely to be found. However, little difference was found between youth who were identified as delinquents, emotionally disturbed, or who had been pregnant in care.

## 3. Calculation of Replicate Weights for Use in Variance Estimation

Estimates produced from the survey are subject to sampling error. The sampling error of an estimate is a measure of its precision. Precision refers to how close the results from the sample are to the results which would have been obtained if a complete enumeration of the foster care adolescent population took place.

Standard errors were calculated for the outcomes assessed for foster youth. Table B-1 presents the estimates, standard error, coefficient of variation (C.V.) and range around each estimate.

The range or "window" around an estimate within which one can be confident the estimate lies is called a "confidence interval." One can be 95 percent certain that the estimates reported about the activities for youth fall within the range specified by the 95 percent confidence interval.

Two main problems arise when trying to apply standard statistical packages to data that are collected under complicated sample designs -- distortions due to considering that the overall population reflects the effective size of the database, and distortions due to ignoring the clustering effects inherent in such data. The overall effect of the distortion is that the estimates are correct, but they are not associated with the appropriate sampling errors. Therefore, in order to calculate the variance estimation presented in this study the SAS procedure PROC WESVAR was used. It involves developing replicate weights for eligible adolescents. The procedure is described in Mohadjer et al.,[1] with further details available from Westat, Inc.

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[1] L. Mohadjer, D. Morganstein, A. Chu and M. Rhoads (1986). Estimation and Analysis of Survey Data Using SAS Procedures WESVAR, NASSREG, and NASSLOG. Proceedings of the Section on Survey Research Methods. Washington: American Statistical Association.

The method of balanced repeated replication (BRR) was used to estimate sampling errors. Using procedures described below, a vector of replicate weights was computed for each adolescent who completed a Phase 2 questionnaire. The replicate weights can be used to estimate the sampling errors for statistics for the survey.

Let $(W_{1j}, W_{2j}, ...., W_{Rj})$ denote the vector of R replicate weights for the jth adolescent. Suppose interest is in obtaining the national projection of foster care adolescents who reported having problems with the law after being discharged from the foster system. Let the variable $d_j$ be defined as follows:

$\delta_j$ = 1 if the jth adolescent has reported problems with the law after discharge

= 0 otherwise

A national estimate for the characteristic can be written as $\hat{X}_0 = \Sigma\, \delta_j W_{0j}$ where $W_{0j}$ is the final Phase 2 weight. The replicate weights $(W_{11}, W_{12}, ..., W_{1,810}), ..., (W_{R1}, W_{R2}, ...., W_{R,810})$ have been derived in such a way that $\hat{X}_1, ..., \hat{X}_r$ where $\hat{X}_i = \sum_j \delta_j W_{ij}$, are also national estimates for the characteristic. Thus, there are R replicate estimates of the number of foster care adolescents who reported having problems with the law after being discharged from the foster care system. The sampling error of the estimate calculated using the Phase 2 final sampling weights, denoted $\hat{X}_0$, can be approximated by the formula $\frac{K}{R}\sum_{i=1}^{R}(\hat{X}_i - \hat{X}_0)^2$ where K is a constant related to the computation of the replicate weights.

To describe how the replicate weights were computed, the formation of pseudostrata and half samples must first be described. In Phase 1 the formation of pseudostrata and half samples differed for certainty and non-certainty second-stage units. Each certainty second-stage unit was itself a pseudostratum with the exception of New York City. The receipt-of-independent-living-services stratum in New York City was one pseudostratum while the no-receipt-of-services stratum became a second pseudostratum. For each of these pseudostrata, adolescent samples were randomly split into half samples.

With the exception of the District of Columbia, these half samples designated in the Phase 1 variance estimation task remained intact for Phase 2. The District of Columbia was treated as a first-stage unit in the Phase 1 sample design and its total adolescent sample was lost in

Phase 2 because agency officials released no information needed for tracing adolescents. Noncertainty second-stage units were paired in Phase 1 with each pair constituting a pseudostratum. All sample adolescents in one second-stage unit were designated half sample 1 while the sample adolescents in the other second-stage unit within the pseudostratum were designated half sample 2. The pairing was done in such a way that each second-stage unit within the pair had been sampled from the same state stratum and urbanicity class. Of the original 13 noncertainty second-stage units selected in Phase 1, complete adolescent samples were lost in 2 of these second-stage units because of the noncooperation of administrators of agencies within the second-stage units. Because of this loss of two second-stage units, some pseudostrata and half samples designated in Phase 1 had to be modified.

Once pseudostrata and half samples were constructed, replicate base weights were produced. Replicate base weights were the product of the Phase 2 base weights, the site-level nonresponse adjustment factors, and perturbation factors which were functions of elements of an orthogonal matrix. The dimension of this orthogonal matrix was 24 x 19 where the number of rows corresponded to the number of replicates and the number of columns corresponded to the number of pseudostrata. The perturbation factors which were needed in the computation of the replicate weights were given by the following expressions:

| First half sample<br>in pseudostratum | Second half sample<br>in pseudostratum |
|---|---|
| $f_{rp1} = 1 + d_{rp}\,(0.1)$ | $f_{rp2} = 1 - d_{rp}\,(0.1)$ |

The term $d_{rp}$ represents the element found in the rth row and the pth column of the orthogonal matrix, and $d_{rp}$ could take on the values of +1 and -1.

The next step was to use these replicate base weights to derive replicate adolescent-level nonresponse adjustment factors. Using the replicate base weights for each replicate, it was possible to fit the same response propensity model that had been fit using the Phase 2 final weights. As each sample adolescent had 24 replicate base weights, 24 response propensity models were fit. Each response propensity model predicted the likelihood that an adolescent would be located and interviewed given the adolescent's state and age left care. Inputting the vector of replicate base weights, the state, and the age-left-care recode, the SAS procedure WESLOG fitted all 24 response propensity models. The inverse of the predicted likelihood for a particular replicate became the replicate nonresponse adjustment factor. The replicate base weight was multiplied by the replicate nonresponse adjustment for those adolescents who completed a Phase 2 interview to yield the final replicate weight. Once these final replicate weights were available, the estimates $\hat{X}_1, \hat{X}_2, ..., \hat{X}_{24}$ and the sampling error for the estimate can be calculated by the SAS procedure WESVAR using the BRR option.

Table B-5 shows the variance around the outcome estimates provided in Volume 1.

## 4. Models to Assess the Effect of Services on Self Sufficiency Outcomes

The question of the relationship between independent living services and outcomes parallels the measures defined in Section 1. For example, one could ask whether the receipt of any independent living skills is beneficial to the youth. In this case, we would want to look at the dichotomous (0/1) measure of none vs. any skills. One might also want to know if particular service areas (e.g., employment) are related to employment outcomes. This question would be answered by using the 12 skill area measurement. Another question might focus on the marginal benefits of additional skills once a youth has received training in at least one independent living skill. This question could be addressed by looking at the effect of number of skills on each outcome. Finally, the programmatic approach lets us examine a set of independent living skill areas as they affect outcome measures. Figure B-1 summarizes the measures that will be used in assessing the impact of skill training on outcomes.

For each of the individual outcomes and the composite measure of successful independent living, four regression models were fit. The four models correspond to four of the five measures of services receipt: (1) none vs. any, (2) total number of services, (3) the 5 core skill areas, and (4) the 10 skill areas. To examine directly whether there was a relationship between specific areas of skills training and outcomes for each of the outcome measures, we also fit a model which included the 12 areas of skills training receipt. Logistic regression models were fit for each of the dependent variables that is a dichotomous variable (all of the outcomes with the exception of the measure of social network and the composite outcome). For these two measures, linear regression models were used.

Table B-5. Standard error for selected estimates

| Variable | Estimate | CV[1] (%) | Standard error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower | Upper |
| Currently employed | 16797.60 | 10 | 1646.04 | 13571.40 | 20023.70 |
| Currently unemployed | 17819.50 | 10 | 1912.65 | 14070.80 | 21568.20 |
| Ever employed | 31122.70 | 10 | 3153.39 | 24942.20 | 37303.20 |
| Never employed | 3494.35 | 12 | 431.36 | 2648.90 | 4339.79 |
| Maintained job for: | | | | | |
| < 1 year | 23808.30 | 12 | 2788.82 | 18342.30 | 29274.30 |
| ≥ 1 year | 10808.80 | 10 | 1052.63 | 8745.66 | 12871.90 |
| No cost to community | 21003.20 | 12 | 2439.46 | 16222 | 25784.40 |
| Cost to community | 13613.80 | 11 | 1474.38 | 10724.10 | 16503.60 |
| No homelessness | 26106 | 9 | 2219.82 | 21755.30 | 30456.80 |
| Homelessness | 8511.02 | 15 | 1301.50 | 5960.14 | 11061.90 |
| < High school | 16040.80 | 13 | 2045.49 | 12031.70 | 20049.90 |
| ≥ High school | 18576.30 | 12 | 2143.53 | 14375 | 22777.50 |
| No change in education | 24304 | 9 | 2143.08 | 20103.60 | 28504.30 |
| Change in education | 10313.10 | 12 | 1247.68 | 7867.66 | 12758.50 |
| Important people in life: | | | | | |
| 0 people | 4574.45 | 14 | 640.19 | 3319.70 | 5829.21 |
| 1 person | 7079.21 | 15 | 1033.28 | 5054.02 | 9104.41 |
| 2 people | 7525.74 | 11 | 836.53 | 5886.18 | 9165.31 |
| 3 people | 5891.23 | 12 | 708.56 | 4502.47 | 7279.99 |
| 4 people | 4606.49 | 12 | 561.31 | 3506.34 | 5706.63 |
| 5 people | 2939.44 | 9 | 269.63 | 2410.98 | 3467.89 |
| Helpful relationships | | | | | |
| Scale: 0 | 336.30 | 46[*] | 153.86 | 34.77 | 637.83 |
| 1 | 1916.94 | 29[*] | 552.22 | 834.60 | 2999.28 |
| 2 | 11380.90 | 12 | 1421.74 | 8594.36 | 14167.50 |
| 3 | 19834.70 | 9 | 1750.97 | 16402.90 | 23266.60 |
| Meaningful relationships | | | | | |
| Scale: 0 | 478.29 | 28[*] | 132.59 | 218.43 | 738.16 |
| 1 | 4114.60 | 21 | 854.50 | 2439.81 | 5789.40 |
| 2 | 10217.70 | 16 | 1664.77 | 6954.85 | 13480.60 |
| 3 | 18681.10 | 9 | 1667.07 | 15413.70 | 21948.50 |
| No children | 20131.70 | 9 | 1886.24 | 16434.70 | 23828.60 |

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[1] The coefficient of variation is the measure of variability of the estimate relative to the estimate's size. CV = Standard error of the estimate ÷ the estimate.

[*] Too unreliable to estimate; CV greater than 25%

Table B-5. Standard error for selected estimates (continued)

| Variable | Estimate | CV[1] (%) | Standard error | 95% Confidence Interval Lower | 95% Confidence Interval Upper |
|---|---|---|---|---|---|
| Marital status: | | | | | |
| Married | 6352.46 | 17 | 1096.03 | 4204.29 | 8500.64 |
| Living as married | 3491.47 | 12 | 441.69 | 2625.77 | 4357.17 |
| Widowed | 18.70 | 102* | 18.98 | -18.51 | 55.91 |
| Divorced | 312.45 | 70* | 218.71 | -116.22 | 741.11 |
| Separated | 1819.11 | 44* | 791.80 | 267.22 | 3371.01 |
| Never married | 22622.90 | 8 | 1824.48 | 19046.90 | 26198.80 |
| Not emotionally disturbed | 22498.70 | 10 | 2312.88 | 17965.50 | 27031.80 |
| Emotionally disturbed | 12118.40 | 11 | 1289.67 | 9590.67 | 14646.10 |
| Non handicapped | 28293 | 11 | 3131.37 | 22155.60 | 34430.30 |
| Handicapped | 6324.09 | 8 | 501.61 | 5340.95 | 7307.23 |
| Health status: | | | | | |
| Poor to fair | 5725.69 | 12 | 710.95 | 4332.26 | 7119.12 |
| Good to very good | 28891.40 | 10 | 2765.30 | 23471.50 | 34311.30 |
| Very satisfied w/life | 13915 | 10 | 1446.13 | 11080.60 | 16749.40 |
| Not satisfied w/life | 20702.10 | 14 | 2804.72 | 15204.90 | 26199.20 |
| Ever drank alcohol | 27403.80 | 11 | 3114.26 | 21300 | 33507.60 |
| Never drank alcohol | 6803.32 | 13 | 862.23 | 5113.37 | 8493.27 |
| Ever used hard drugs | 17278.10 | 12 | 2103.11 | 13156.10 | 21400.10 |
| Never used hard drugs | 16940.10 | 10 | 1735.07 | 13539.50 | 20340.80 |
| Ever used marijuana | 17112 | 12 | 2115.70 | 12965.30 | 21258.70 |
| Never used marijuana | 166.08 | 39* | 64.36 | 39.95 | 292.22 |
| Female | 19306.70 | 11 | 2164.16 | 15065 | 23548.30 |
| Male | 15310.40 | 8 | 1208.27 | 12942.20 | 17678.60 |
| Non Hispanic | 33112.80 | 10 | 3315.57 | 26614.40 | 39611.20 |
| Hispanic | 1504.27 | 16 | 237.80 | 1038.19 | 1970.36 |
| Non Black | 23853.10 | 13 | 3167.37 | 17645.20 | 30061.10 |
| Black | 10763.90 | 9 | 1050.02 | 8705.91 | 12821.90 |
| Non White | 13752.40 | 7 | 894.80 | 11998.60 | 15506.20 |
| White | 20864.60 | 16 | 3284.26 | 14427.60 | 27301.70 |

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[1] The coefficient of variation is the measure of variability of the estimate relative to the estimate's size. CV = Standard error of the estimate ÷ the estimate.

*Too unreliable to estimate; CV greater than 25%

Table B-5. Standard error for selected estimates (continued)

| Variable | Estimate | CV[1] (%) | Standard error | 95% Confidence Interval Lower | 95% Confidence Interval Upper |
|---|---|---|---|---|---|
| Services: | | | | | |
| No services | 5599.59 | 17 | 968.11 | 3702.13 | 7497.05 |
| Any services | 29017.50 | 11 | 3072.49 | 22995.50 | 35039.40 |
| Number of services: | | | | | |
| 1 | 1374.66 | 19 | 255.52 | 873.87 | 1875.47 |
| 2 | 1750.08 | 46* | 813.34 | 155.95 | 3344.20 |
| 3 | 2004.81 | 22 | 440.84 | 1140.78 | 2868.85 |
| 4 | 845.33 | 29* | 243.23 | 368.61 | 1322.06 |
| 5 | 744.49 | 29* | 214.18 | 324.71 | 1164.27 |
| 6 | 1115.67 | 21 | 234.90 | 655.28 | 1576.05 |
| 7 | 1589.38 | 38* | 598.38 | 416.58 | 2762.17 |
| 8 | 1704.19 | 37* | 626.35 | 476.56 | 2931.81 |
| 9 | 1851.34 | 24 | 441.59 | 985.84 | 2716.84 |
| 10 | 1227.95 | 30* | 369.39 | 503.96 | 1951.94 |
| 11 | 1165.03 | 29* | 334.05 | 510.31 | 1819.76 |
| 12 | 1394.15 | 20 | 282.59 | 840.29 | 1948.02 |
| 13 | 885.73 | 26* | 229.21 | 436.49 | 1334.96 |
| 14 | 1737.95 | 27* | 463.90 | 828.73 | 2647.16 |
| 15 | 1397.06 | 25 | 345.92 | 719.07 | 2075.05 |
| 16 | 1223.66 | 19 | 230.00 | 772.86 | 1674.45 |
| 17 | 1922.12 | 29* | 559.84 | 824.86 | 3019.38 |
| 18 | 1139.28 | 18 | 204.15 | 739.15 | 1539.41 |
| 19 | 1247.50 | 44* | 547.91 | 173.61 | 2321.38 |
| 20 | 652.48 | 68* | 444.91 | -219.54 | 1524.49 |
| 21 | 578 | 33* | 191.06 | 203.53 | 952.47 |
| 22 | 691.26 | 39* | 268.95 | 164.13 | 1218.39 |
| 23 | 775.35 | 15 | 114.10 | 551.72 | 998.98 |
| 6 services | | | | | |
| 0 | 7934.95 | 17 | 1373.36 | 5243.21 | 10626.70 |
| 1 | 6719.52 | 14 | 947.54 | 4862.38 | 8576.65 |
| 2 | 4259.04 | 21 | 893.11 | 2508.57 | 6009.51 |
| 3 | 4864.85 | 18 | 889.55 | 3121.36 | 6608.34 |
| 4 | 5032.89 | 11 | 532.48 | 3989.26 | 6076.52 |
| 5 | 3890.51 | 21 | 811.11 | 2300.76 | 5480.26 |
| 6 | 1915.29 | 13 | 257.62 | 1410.36 | 2420.22 |

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[1] The coefficient of variation is the measure of variability of the estimate relative to the estimate's size. CV = Standard error of the estimate ÷ the estimate.

*Too unreliable to estimate; CV greater than 25%

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Table B-5. Standard error for selected estimates (continued)

| Variable | Estimate | CV[1] (%) | Standard error | 95% Confidence Interval Lower | 95% Confidence Interval Upper |
|---|---|---|---|---|---|
| 10 services | | | | | |
| 0 | 5635.36 | 17 | 963.59 | 3746.76 | 7523.97 |
| 1 | 3399.36 | 31* | 1062.65 | 1316.60 | 5482.12 |
| 2 | 3802.99 | 10 | 398.53 | 3021.89 | 4584.10 |
| 3 | 3231.41 | 14 | 455.95 | 2337.78 | 4125.04 |
| 4 | 3685.17 | 26* | 942.96 | 1836.99 | 5533.34 |
| 5 | 3128.38 | 20 | 619.07 | 1915.03 | 4341.73 |
| 6 | 2548.01 | 12 | 315.98 | 1928.71 | 3167.31 |
| 7 | 2778.41 | 17 | 475.73 | 1846.00 | 3710.82 |
| 8 | 2924.47 | 14 | 412.76 | 2115.47 | 3733.46 |
| 9 | 2196.85 | 28* | 619.20 | 983.24 | 3410.46 |
| 10 | 1286.64 | 16 | 202.67 | 889.42 | 1683.87 |
| No money | 17940.20 | 15 | 2649.98 | 12746.30 | 23134.10 |
| Money | 16672.80 | 10 | 1632.21 | 13477.80 | 19875.90 |
| No credit | 30805.50 | 10 | 3146.17 | 24639.10 | 36971.90 |
| Credit | 3811.55 | 11 | 428.03 | 2972.62 | 4650.48 |
| No home management | 8208.89 | 14 | 1175.46 | 5905.04 | 10512.70 |
| Home management | 26408.20 | 11 | 2808.37 | 20903.90 | 31912.50 |
| No social | 9545.03 | 13 | 1273.93 | 7048.17 | 12041.90 |
| Social | 25072 | 11 | 2763.77 | 19655.10 | 30488.90 |
| No birth control | 18674.50 | 10 | 1928.83 | 14894.10 | 22454.90 |
| Birth control | 15942.50 | 10 | 1563.22 | 12878.50 | 19006.60 |
| No education | 19971.40 | 12 | 2433.08 | 15202.70 | 24740.20 |
| Education | 14645.60 | 13 | 1891.32 | 10938.70 | 18352.50 |
| No employment | 20128.80 | 13 | 2679.13 | 14877.80 | 25379.80 |
| Employment | 14488.20 | 11 | 1560.91 | 11428.90 | 17547.60 |
| No community resources | 19803.70 | 11 | 2101.89 | 15684 | 23923.30 |
| Community resources | 14813.40 | 13 | 1896.89 | 11095.60 | 1853.20 |
| No legal | 27468.10 | 9 | 2580.12 | 22411.10 | 32525 |
| Legal | 7148.97 | 16 | 1144.73 | 4905.33 | 9392.61 |
| No housing | 25446.30 | 12 | 3124.69 | 19322 | 31570.60 |
| Housing | 9170.73 | 10 | 955.60 | 7297.78 | 11043.70 |
| No auto | 28403.30 | 10 | 2960.30 | 22601.20 | 34205.40 |
| Auto | 6213.73 | 16 | 963.76 | 4324.80 | 8102.67 |

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[1] The coefficient of variation is the measure of variability of the estimate relative to the estimate's size. CV = Standard error of the estimate ÷ the estimate.

*Too unreliable to estimate; CV greater than 25%

The logistic regression coefficients for the independent variables represent the slope or rate of change of a function of the dependent variable (e.g., outcome) per unit of change in the independent variable (e.g., receipt of service). For a linear regression model, the regression coefficients are equal to the difference between the value of the dependent variable at $x+1$ and the value of the dependent variable at x, for any value of x. Interpretation of the coefficients in a linear regression model is relatively straightforward, since the linear regression coefficient expresses the resulting change in the measurement scale of the dependent variable for a unit change in the independent variable. For example, if in a regression of weight on height the resulting coefficient was 5, we would conclude that a change of 1 inch in height is associated with an increase of 5 pounds in weight. However, in a logistic regression model, the coefficients represent the change in the logit of the dependent variable, given a one unit change in the independent variable.

Interpretation of the coefficients in a logistic regression model requires a transformation, so that one is looking at the change in the dependent variable, not the logit of the dependent variable. To facilitate the presentation of the findings, many of the logistic coefficients were converted into probabilities in the text, in other words, the "likelihood" that the predicted outcome will occur.

Given a logistic model, the method of using the model parameters to derive probabilities for achieving a specific outcome defined according to their specific combinations of characteristics is as follows. Assume that the model in question involves m parameters or characteristics, that $B_i$ is the model coefficient for characteristic i, and that $X_i$ functions as the selector for the characteristic in question. That is:

$X_i$ = 1 if the characteristic is selected
0 otherwise

Then:

$$y = \sum_{i=0}^{m} B_i X_i = B_0 + \sum_{i=1}^{m} (B_i X_i)$$

Thus, each parameter coefficient is multiplied by its selector and the products are summed across all parameters in the model. The rightmost expression above indicates that the parameter for the intercept is always selected. When a parameter $B_i$ is associated with an interaction term, then the value of $X_i$ is automatically given as the product of the $X_i$ values for the individual factors that are involved in the interaction.

The value y is the logit, and it can be transformed into a probability value as follows:

$$z = \exp(y)$$

and

$$p = \frac{z}{1+z}$$

An example will illustrate the approach. Consider the procedure used to derive the probability of a youth not being a cost to the community as the number of skill areas taught increases. The final logistic model had 21 parameters, including the intercept. These are listed in the first column of Table B-6, and their model coefficients are given in the second column.

The third column in Table B-6 specifies the value that must be assigned to the selector factor in order to describe the type of child of interest. Note that the intercept is automatically selected (i.e., assigned a value of 1). Every other characteristic that has been selected has a one for a selector value. The last column in Table B-5 shows the product derived by multiplying the coefficient for the parameter by the value of the selector factor within each row. By summing the products in the last column one calculates the value of the logit. The probability itself is then derived from the logit according to the last two formulae given above.

All of the tables that indicate predicted probabilities in Chapter 3, Volume 1, were developed using these procedures. Also, by following these procedures readers who have a specific interest in certain subgroups of children can use any of the logistic models given in Appendix C, Volume 1 to derive the predicted probabilities for any of those outcomes. When doing so, however, it is always necessary to specify the subgroup completely in terms of the parameters in the model, by giving values to the selector factors for all the model parameters.

The linear regression coefficient can be interpreted as the net effect on the dependent variable of a one unit change in the independent variable.

Table B-6. Example calculation of predicted probability of overall satisfaction with life as the number of skills increases within 5 core areas[1]

| Parameter | Coefficient | Selector value | 0 skills | 1 skill | 2 skills | 3 skills | 4 skills | 5 skills |
|---|---|---|---|---|---|---|---|---|
| Intercept | -1.30 | 1 | -1.30 | -1.30 | -1.30 | -1.30 | -1.30 | -1.30 |
| 5 core services | .85 | 0 | 0 | .95 | 1.71 | 2.56 | 3.41 | 4.26 |
| Male | -.52 | 1 | -.52 | -.52 | -.52 | -.52 | -.52 | -.52 |
| Black | .19 | 1 | .19 | .19 | .19 | .19 | .19 | .19 |
| High school degree at discharge | -.50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Job in F.C. | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Emotional problems | .06 | 1 | .06 | .06 | .06 | .06 | .06 | .06 |
| Handicapped | .01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug problems | -.57 | 1 | -.57 | -.57 | -.57 | -.57 | -.57 | -.57 |
| Health problems | -.73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Age at entry | .09 | 3 years | .27 | .27 | .27 | .27 | .27 | .27 |
| Length of care | .006 | 180 months | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 | 1.15 |
| Number of arrangements | -.04 | 5 | -.22 | -.22 | -.22 | -.22 | -.22 | -.22 |
| Number of placements | -.14 | 1 | -.27 | -.27 | -.27 | -.27 | -.27 | -.27 |
| Months since discharge | -.006 | 36 | -.23 | -.23 | -.23 | -.23 | -.23 | -.23 |

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[1] This model is for a black male with no high school degree, no job while in care, with emotional problems, no handicapping condition, a drug problem, no health problems, entered care at age 3, was in care 180 months, had 5 living arrangements, one placement into care, entered due to family dynamics, out of care 36 months, and if services -- informal.

This difference in the interpretation of the two types of regression coefficients is the result of the difference in the response function for the two types of models -- a linear model is a model in which the relationship can be represented graphically as a straight line, but in a logistic regression model, the response function is curvilinear, with asymptotes at 0 and 1. The latter feature assures that the constraints on the dependent variable, that it fall between 0 and 1, are automatically met.

In addition to the variables indicating the various approaches to measuring the receipt of skills training, each of the models also includes an indicator for whether training were received formally or informally. Unfortunately, this dimension of skills training was measured globally (encompassing all skills taught) and is not specific to the individual independent living skills. The variable was measured as formal only, informal only, and a combination of formal and informal instruction. The models include the variables indicating formal only and joint formal and informal instruction; thus the interpretation of the coefficients examines the difference between these approaches and informal only (the omitted category). For example, if the coefficient for "formal only" was both significant and positive, this would indicate that formal delivery of services was more effective with respect to the particular outcome than informal only delivery.

Each of the models also includes variables related to demographic characteristics of the youths, characteristics of their foster care experience, and factors that determined their entry into foster care. These factors are included for two reasons. First, it permits us to look at an unbiased measure of the net effect of skills training on outcomes. Without the inclusion of these factors in the model, the measures of services receipt would be jointly measuring both the effect of the services and the factors affecting receipt of the services. Second, many of these characteristics, regardless of whether they affected the receipt of skills training, may directly affect outcomes. For example, we might hypothesize that being handicapped has a direct (negative) affect on ability to obtain or maintain a job, even though from the previous chapter we saw that handicapped youth were more likely to receive services than other youth.

For each of the models, we have also included a measure of the proportion of variance in the dependent variable that is explained by the model. This is reported at the end of each of the models as $R^2$, which has a range from zero to one. The models vary widely in the proportion of variance explained, from 5 percent to approximately 45 percent. A low $R^2$ suggests that factors not included in the model are having a large effect on the dependent variable; a high

3.30

value of $R^2$ indicates that the model accounts for most of the factors that affect the dependent variable (or outcome).

Tables B-7 through B-45 show the parameter estimate, standard error, and score for each of the models described in Volume 1. The models used Westat's program of WESLOG and WESREG in order to calculate the standard errors using replicate weights.

Table B-7. Multi-factor logistic regression model to predict impact of 5 core skill areas on high school graduation

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 1.38229254 | 1.35654652 | .51 |
| 5 core skills | 0.61158707 | 0.24026043 | 1.27 |
| Gender | 0.10627626 | 0.13838753 | .38 |
| Hispanic | -1.00343556 | 0.26291986 | -1.91 |
| Black | -0.20256206 | 0.16492675 | -.61 |
| Drug | -0.69110174 | 0.06889047 | -5.01 |
| Emotion | 0.10797372 | 0.18523703 | -.26 |
| High school graduation | 5.01719923 | 0.55479390 | 4.52 |
| Handicapped | -0.71706197 | 0.14695382 | -2.44 |
| Length care | -0.00465468 | 0.00495148 | -.47 |
| Health problem | 0.60333733 | 0.16302738 | 1.85 |
| Job while in care | -0.08048424 | 0.21793441 | -.18 |
| Formal training | -1.11284128 | 0.32805685 | -1.69 |
| Formal and informal training | -0.07989113 | 0.20276823 | -.19 |
| Months since discharge | -0.00153262 | 0.01178101 | -.06 |
| Abuse/neglect | 0.06003825 | 0.15484072 | .19 |
| Parental problem | -0.44185261 | 0.29858537 | -.74 |
| Number of placements into care | -0.21539063 | 0.05696066 | -1.89 |
| Number of living arrangements | -0.19487117 | 0.05193215 | -1.87 |
| Age entered | -0.06856397 | 0.06632964 | -.51 |
| Youth behavior | -0.17670738 | 0.20096682 | -.44 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .42
Model df = 19, 6

Table B-8. Multi-factor logistic regression model to predict impact of 5 core skill areas on summary outcome

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.11597410 | 0.34822973 | 7.35 |
| 5 core skills | 0.96773220 | 0.10482637 | 4.61 |
| Gender | 0.45402783 | 0.11523975 | 1.97 |
| Hispanic | -0.24846727 | 0.17711688 | -.70 |
| Black | -0.27976958 | 0.08968945 | 1.66 |
| Drug | -0.48056458 | 0.08755526 | --2.95 |
| Emotion | -0.12130627 | 0.10118075 | --.60 |
| High school graduation | 0.83114028 | 0.06955708 | 5.97 |
| Handicapped | -0.44249855 | 0.07135402 | -3.10 |
| Length care | -0.00283888 | 0.00209489 | -.68 |
| Health problem | 0.00930679 | 0.05930448 | .08 |
| Job while in care | 0.00588548 | 0.12596465 | .02 |
| Formal training | -0.28619439 | 0.16246366 | -.88 |
| Formal and informal training | -0.04627403 | 0.08906728 | -.26 |
| Months since discharge | -0.00876490 | 0.00789061 | -.55 |
| Abuse/neglect | -0.06183912 | 0.07187444 | -.43 |
| Parental problem | 0.01122123 | 0.14467846 | .04 |
| Number of placements into care | -0.11066208 | 0.02351398 | -2.36 |
| Number of living arrangements | -0.18506594 | 0.02601137 | -3.55 |
| Age entered | -0.03866592 | 0.02360117 | -.82 |
| Youth behavior | -0.04908409 | 0.10987211 | -.22 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .19$

Table B-9. Multi-factor logistic regression model to predict impact of 5 core skill areas on having a person to rely upon

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 2.17276018 | 0.80007367 | 1.36 |
| 5 core skills | 0.16900832 | 0.11866980 | .71 |
| Gender | -0.45409993 | 0.08154880 | -2.78 |
| Hispanic | 0.24480937 | 0.12709429 | .97 |
| Black | -0.17755172 | 0.07130063 | -1.25 |
| Drug | 0.37440991 | 0.16809802 | 1.11 |
| Emotion | -0.24738390 | 0.09645268 | -1.26 |
| High school graduation | -0.04978102 | 0.07293945 | -.34 |
| Handicapped | -0.68698404 | 0.16688369 | -2.06 |
| Length care | 0.00390888 | 0.00259061 | .76 |
| Health problem | 0.06644965 | 0.10847977 | .31 |
| Job while in care | 0.11300594 | 0.12842028 | .44 |
| Formal training | 0.40029636 | 0.14186826 | 1.41 |
| Formal and informal training | 0.34959041 | 0.18596091 | .94 |
| Months since discharge | 0.00056343 | 0.00663022 | .04 |
| Abuse/neglect | -0.08806144 | 0.07743877 | -.57 |
| Parental problem | -0.09513934 | 0.19355747 | -.25 |
| Number of placements into care | -0.03084792 | 0.03201148 | -.48 |
| Number of living arrangements | -0.06531616 | 0.02502826 | -2.31 |
| Age entered | 0.02474957 | 0.03736164 | .33 |
| Youth behavior | 0.38194037 | 0.07522207 | 2.54 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .10$

Table B-10. Multi-factor logistic regression model to predict impact of 5 core skill areas on overall satisfaction with life

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -1.29582612 | 0.60023713 | -1.08 |
| 5 core skills | 0.85270237 | 0.17124669 | 2.49 |
| Gender | -0.52326387 | 0.19230936 | -1.36 |
| Hispanic | 0.36286134 | 0.25600530 | .71 |
| Black | 0.19460682 | 0.15069433 | .64 |
| Drug | -0.57190937 | 0.12733083 | -2.25 |
| Emotion | 0.06055337 | 0.10483654 | .29 |
| High school graduation | -0.49902935 | 0.08784678 | -2.84 |
| Handicapped | 0.00911934 | 0.09918397 | .04 |
| Length care | 0.00638456 | 0.00322851 | .99 |
| Health problem | -0.73207019 | 0.27409446 | -1.34 |
| Job while in care | 0.04372960 | 0.14008116 | .16 |
| Formal training | -0.11187171 | 0.14679564 | -.38 |
| Formal and informal training | 0.47989496 | 0.18721385 | 1.28 |
| Months since discharge | -0.00646114 | 0.00895684 | -.36 |
| Abuse/neglect | 0.13947394 | 0.10022183 | .69 |
| Parental problem | 0.29804036 | 0.16735615 | .89 |
| Number of placements into care | -0.13685613 | 0.05161086 | -1.32 |
| Number of living arrangements | -0.04460818 | 0.04563107 | -.49 |
| Age entered | 0.08999218 | 0.04090229 | 1.10 |
| Youth behavior | -0.23663408 | 0.18502632 | -.64 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .05
Model df = 19, 6

Table B-11. Multi-factor logistic regression model to predict impact of 5 core skill areas on avoiding young parenthood

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.45138197 | 0.45547273 | 5.98 |
| 5 core skills | 0.21531601 | 0.16572773 | .65 |
| Gender | 2.15544237 | 0.12842211 | 8.39 |
| Hispanic | -0.04237154 | 0.17025097 | -.12 |
| Black | -0.28475007 | 0.09725943 | -1.46 |
| Drug | -0.60581852 | 0.12441019 | -2.43 |
| Emotion | 0.69076430 | 0.14088377 | 2.45 |
| High school graduation | 0.17504614 | 0.16026165 | .54 |
| Handicapped | 0.15540077 | 0.11278068 | .69 |
| Length care | -0.01286320 | 0.00262899 | -2.44 |
| Health problem | 0.10756258 | 0.10449493 | .51 |
| Job while in care | -0.49685826 | 0.09851858 | -2.52 |
| Formal training | -0.53570575 | 0.16052910 | -1.67 |
| Formal and informal training | -0.28828341 | 0.22363052 | -.65 |
| Months since discharge | -0.02856197 | 0.00745824 | -1.91 |
| Abuse/neglect | -0.35298949 | 0.09746178 | -1.81 |
| Parental problem | 0.03326667 | 0.24182792 | .07 |
| Number of placements into care | -0.06345483 | 0.05519623 | -.58 |
| Number of living arrangements | -0.22698818 | 0.02695548 | -4.21 |
| Age entered | -0.24598683 | 0.03600373 | -3.41 |
| Youth behavior | 0.18320557 | .12478727 | -.74 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .21
Model df = 19, 6

Table B-12. Multi-factor logistic regression model to predict impact of 5 core skill areas on accessing health care

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.77201189 | 1.22442442 | -1.54 |
| 5 core skills | 1.59063974 | 0.16760069 | 4.74 |
| Gender | -0.28339778 | 0.11300440 | -1.26 |
| Hispanic | -0.04682902 | 0.15456834 | -.15 |
| Black | -0.01945080 | 0.05425808 | -.18 |
| Drug | 0.08847661 | 0.10164244 | .43 |
| Emotion | -0.64166728 | 0.09794298 | -3.78 |
| High school graduation | -0.08058430 | 0.11884966 | -.32 |
| Handicapped | 0.10843469 | 0.11995394 | .45 |
| Length care | 0.02180353 | 0.00495826 | 2.20 |
| Health problem | 0.24398675 | 0.12802243 | .96 |
| Job while in care | -0.39816568 | 0.14319164 | -1.39 |
| Formal training | -0.45815550 | 0.17658489 | -1.24 |
| Formal and informal training | -0.86790906 | 0.20033687 | -2.16 |
| Months since discharge | -0.00788474 | 0.00866658 | -.46 |
| Abuse/neglect | -0.20806349 | 0.07324794 | -1.42 |
| Parental problem | -0.16356142 | 0.21434502 | -.38 |
| Number of placements into care | -0.15742988 | 0.07445283 | -1.06 |
| Number of living arrangements | -0.00083661 | 0.06693206 | -.00 |
| Age entered | 0.31329226 | 0.06892675 | 2.28 |
| Youth behavior | -0.53001413 | 0.09256697 | -2.87 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .08
Model df = 19, 6

Table B-13. Multi-factor logistic regression model to predict impact of 5 core skill areas on maintaining a job for at least one year

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.28704707 | 1.05768309 | -1.66 |
| 5 core skills | 0.83606530 | 0.18910174 | 2.21 |
| Gender | 0.69822638 | 0.20853706 | 1.62 |
| Hispanic | -0.11703605 | 0.19487769 | -.30 |
| Black | -0.47133980 | 0.11777840 | -2.00 |
| Drug | -0.44250220 | 0.19603522 | -1.13 |
| Emotion | -0.74275177 | 0.08766716 | -4.13 |
| High school graduation | 0.61064381 | 0.14696857 | 2.07 |
| Handicapped | -0.73751548 | 0.16953870 | -2.17 |
| Length care | 0.00799390 | 0.00345998 | 1.15 |
| Health problem | -0.46897644 | 0.16171092 | -1.45 |
| Job while in care | 0.60072543 | 0.13652340 | 2.20 |
| Formal training | 0.58084152 | 0.21903083 | 1.32 |
| Formal and informal training | 0.29050285 | 0.17951184 | .81 |
| Months since discharge | 0.01899561 | 0.01297144 | .73 |
| Abuse/neglect | 0.07093296 | 0.10640249 | .39 |
| Parental problem | -0.17740670 | 0.25355458 | -.35 |
| Number of placements into care | -0.08804671 | 0.07385556 | -.59 |
| Number of living arrangements | -0.14219710 | 0.03961407 | -1.79 |
| Age entered | 0.09542861 | 0.04734323 | 1.01 |
| Youth behavior | 0.03214901 | 0.27799539 | 0.06 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .13
Model df = 19, 6

Table B-14. Multi-factor logistic regression model to predict impact of 5 core skill areas on not being a cost to the community

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 6.48210675 | 0.81680306 | 3.97 |
| 5 core skills | 0.70283567 | 0.13779151 | 2.55 |
| Gender | 1.04119732 | 0.16994997 | 3.07 |
| Hispanic | -0.83259329 | 0.32226690 | -1.26 |
| Black | -0.61836490 | 0.14043833 | -2.20 |
| Drug | -0.78494350 | 0.15097908 | -2.60 |
| Emotion | 0.20757877 | 0.15325697 | .68 |
| High school graduation | 0.46550684 | 0.16541618 | 1.40 |
| Handicapped | -0.83794221 | 0.18457931 | -2.27 |
| Length care | -0.02366081 | 0.00370073 | -3.19 |
| Health problem | 0.28044659 | 0.19722589 | .71 |
| Job while in care | 0.29042310 | 0.12483241 | 1.16 |
| Formal training | -0.38634271 | 0.22489546 | -.86 |
| Formal and informal training | 0.16133838 | 0.16961426 | .47 |
| Months since discharge | -0.01756221 | 0.00877764 | -1.00 |
| Abuse/neglect | -0.00021866 | 0.11728531 | -.00 |
| Parental problem | 0.45402428 | 0.24779764 | .91 |
| Number of placements into care | -0.08451272 | 0.06091305 | -.69 |
| Number of living arrangements | -0.22089108 | 0.04272912 | -2.68 |
| Age entered | -0.29257133 | 0.05209943 | -2.81 |
| Youth behavior | 0.40720746 | 0.1445711 | 1.41 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = 13
Model df = 19, 6

Table B-15. Multi-factor logistic regression model to predict impact of none vs. any skills on person to rely upon

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 2.11376562 | 0.83179521 | 1.27 |
| None vs. any | -0.22973001 | 0.08663548 | -1.37 |
| Gender | -0.44042982 | 0.08062672 | -2.73 |
| Hispanic | 0.25896777 | 0.12473279 | 1.04 |
| Black | -0.19922776 | 0.06862078 | -1.45 |
| Drug | 0.35740361 | 0.16486520 | 1.08 |
| Emotion | -0.27120813 | 0.09787274 | -1.38 |
| High school graduation | -0.01178011 | 0.07693803 | -.08 |
| Handicapped | -0.72575298 | 0.16437078 | -2.21 |
| Length care | 0.00448243 | 0.00270436 | .83 |
| Health problem | 0.04168318 | 0.11417731 | .18 |
| Job while in care | 0.12375699 | 0.13007940 | .47 |
| Formal training | 0.42249322 | 0.13437578 | 1.57 |
| Formal and informal training | 0.42512851 | 0.18055235 | 1.17 |
| Months since discharge | -0.00113611 | 0.00666683 | -.08 |
| Abuse/neglect | 0.15936722 | 0.09945231 | .80 |
| Parental problem | 0.15286349 | 0.20111814 | .38 |
| Number of placements into care | -0.03637575 | 0.03191791 | -.57 |
| Number of living arrangements | -0.06393870 | 0.02310880 | -1.38 |
| Age entered | 0.03207367 | 0.03798231 | .42 |
| Youth behavior | 0.37417998 | 0.06984075 | 2.68 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .11

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Table B-16. Multi-factor logistic regression model to predict impact of none vs. any skills on summary outcome

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.31404829 | 0.35174449 | 7.56 |
| None vs. any | 0.05186124 | 0.08173938 | .31 |
| Gender | 0.49450296 | 0.11965304 | 2.06 |
| Hispanic | -0.29107226 | 0.17084717 | -.85 |
| Black | -0.29623119 | 0.09236131 | -1.60 |
| Drug | -0.48089829 | 0.09199331 | -2.61 |
| Emotion | -0.13165239 | 0.10187701 | -.64 |
| High school graduation | 0.96693264 | 0.07585599 | 6.37 |
| Handicapped | -0.43991671 | 0.06561691 | -3.25 |
| Length care | -0.00210757 | 0.00207189 | -.51 |
| Health problem | -0.09368440 | 0.06215390 | -.75 |
| Job while in care | 0.04172851 | 0.13665854 | .16 |
| Formal training | -0.14730376 | 0.15404159 | -.48 |
| Formal and informal training | 0.14244213 | 0.09310631 | .76 |
| Months since discharge | -0.00918313 | 0.00824144 | -.56 |
| Abuse/neglect | -0.03047138 | 0.07870806 | -.19 |
| Parental problem | 0.08261225 | 0.15291424 | .27 |
| Number of placements into care | -0.10879709 | 0.02773023 | -1.96 |
| Number of living arrangements | -0.19598326 | 0.02775573 | -3.53 |
| Age entered | -0.03712122 | 0.02375569 | -.78 |
| Youth behavior | -0.03022389 | 0.11323516 | -.13 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .21$

Table B-17. Multi-factor logistic regression model to predict impact of none vs. any skills on maintained a job for at least one year

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.08958595 | 0.90585544 | -1.70 |
| None vs. any | -0.08900660 | 0.18262278 | -.24 |
| Gender | 0.72651294 | 0.21018091 | 1.73 |
| Hispanic | -0.15800920 | 0.17805841 | -.44 |
| Black | -0.48482954 | 0.11538132 | -2.10 |
| Drug | -0.47513509 | 0.20332627 | -1.17 |
| Emotion | -0.72815142 | 0.10137713 | -3.59 |
| High school graduation | 0.71853401 | 0.14148736 | 2.54 |
| Handicapped | -0.74659847 | 0.16210355 | -2.30 |
| Length care | 0.00878768 | 0.00292666 | 1.50 |
| Health problem | -0.60781979 | 0.15386711 | -1.98 |
| Job while in care | 0.62597151 | 0.13571493 | 2.30 |
| Formal training | 0.71260534 | 0.21630752 | 1.64 |
| Formal and informal training | 0.47710117 | 0.16917608 | 1.41 |
| Months since discharge | 0.01938289 | 0.01402631 | .69 |
| Abuse/neglect | 0.11528634 | 0.26800558 | .21 |
| Parental problem | -0.09988540 | 0.30631152 | -.11 |
| Number of placements into care | -0.08985345 | 0.07278286 | -.61 |
| Number of living arrangements | -0.14955163 | 0.04372572 | -1.71 |
| Age entered | 0.09579381 | 0.04099571 | 1.17 |
| Youth behavior | 0.06026090 | 0.29089696 | .10 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = 12

Table B-18. Multi-factor logistic regression model to predict impact of none vs. any skills on not being a cost to the community

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 6.54039861 | 1.08939246 | 3.00 |
| None vs. any | -0.32504770 | 0.17592239 | -.97 |
| Gender | 1.07665971 | 0.16090487 | 3.34 |
| Hispanic | -0.83471900 | 0.31049023 | -1.34 |
| Black | -0.65366772 | 0.14809773 | -2.20 |
| Drug | -0.81839570 | 0.14520779 | -2.82 |
| Emotion | 0.16049055 | 0.15149242 | .53 |
| High school graduation | 0.57184630 | 0.16071810 | 1.78 |
| Handicapped | -0.87855317 | 0.19004856 | -2.31 |
| Length care | -0.02256694 | 0.00423758 | -2.66 |
| Health problem | 0.22137740 | 0.18653032 | .59 |
| Job while in care | 0.34867246 | 0.12970187 | 1.34 |
| Formal training | -0.26422218 | 0.20303141 | -.65 |
| Formal and informal training | 0.36198974 | 0.17749425 | 1.02 |
| Months since discharge | -0.01929902 | 0.00962302 | -1.00 |
| Abuse/neglect | 0.28241007 | 0.13012307 | 1.08 |
| Parental problem | 0.78759142 | 0.25338402 | 1.50 |
| Number of placements into care | -0.09018425 | 0.05883593 | -.76 |
| Number of living arrangements | -0.22203731 | 0.04266301 | -2.60 |
| Age entered | -0.28407440 | 0.06088962 | -2.32 |
| Youth behavior | 0.42288054 | 0.14884154 | 1.41 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .12

Table B-19. Multi-factor logistic regression model to predict impact of none vs. any skills on obtaining a high school degree

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 1.76660500 | 1.17743948 | .75 |
| None vs. any | -0.14156990 | 0.14088808 | -.50 |
| Gender | 0.08491478 | 0.14079253 | .30 |
| Hispanic | -1.03602127 | 0.25775612 | -2.01 |
| Black | -0.19106641 | 0.17229078 | .55 |
| Drug | -0.53778860 | 0.07653860 | -4.66 |
| Emotion | 0.10413984 | 0.18347754 | .28 |
| High school graduation | 5.06792674 | 0.54054335 | 4.64 |
| Handicapped | -0.73295329 | 0.14768375 | -2.48 |
| Length care | -0.00433792 | 0.00413159 | -.52 |
| Health problem | 0.54707082 | 0.16495630 | 1.66 |
| Job while in care | -0.01411086 | 0.22199635 | -.03 |
| Formal training | -0.92021149 | 0.31291220 | -1.47 |
| Formal and informal training | 0.06910181 | 0.21665002 | .16 |
| Months since discharge | -0.00244170 | 0.01125214 | -.11 |
| Abuse/neglect | -0.01067335 | 0.13874195 | -.04 |
| Parental problem | -0.40735013 | 0.23798695 | -.85 |
| Number of placements into care | -0.21174063 | 0.05693224 | -1.86 |
| Number of living arrangements | -0.20311711 | 0.05466022 | -1.86 |
| Age entered | -0.07271009 | 0.05730430 | -.63 |
| Youth behavior | -0.13251812 | 0.19784521 | -.32 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .42$

Table B-20. Multi-factor logistic regression model to predict impact of none vs. any skills on ability to access health care

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.26327288 | 1.19085500 | -1.37 |
| None vs. any | 0.21958324 | 0.06867943 | 1.60 |
| Gender | -0.22030970 | 0.10611336 | -1.04 |
| Hispanic | -0.14455565 | 0.17090129 | -.42 |
| Black | -0.01867724 | 0.07563227 | -.12 |
| Drug | 0.12063841 | 0.10833902 | .55 |
| Emotion | -0.59836799 | 0.08765809 | -3.41 |
| High school graduation | 0.14067962 | 0.11027157 | .62 |
| Handicapped | 0.15649914 | 0.13176834 | .59 |
| Length care | 0.02214515 | 0.00510589 | 2.17 |
| Health problem | 0.05152660 | 0.12246930 | .21 |
| Job while in care | -0.31858693 | 0.16683960 | -.95 |
| Formal training | -0.19176356 | 0.18192689 | -.52 |
| Formal and informal training | -0.56519551 | 0.19311744 | -1.46 |
| Months since discharge | -0.00588947 | 0.00861012 | -.34 |
| Abuse/neglect | -0.51511069 | 0.07940991 | -3.24 |
| Parental problem | -0.38526181 | 0.21606867 | -.89 |
| Number of placements into care | -0.14694518 | 0.08328035 | -.88 |
| Number of living arrangements | -0.02351033 | 0.06944367 | -.17 |
| Age entered | 0.30156220 | 0.06987778 | 2.16 |
| Youth behavior | -0.49984605 | 0.10129110 | -2.46 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .05$

Table B-21. Multi-factor logistic regression model to predict impact of none vs. any skills on overall satisfaction with life

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -0.51865719 | 0.61329035 | -.42 |
| None vs. any | -0.30624916 | 0.16872779 | -.91 |
| Gender | -0.47234296 | 0.19437864 | -1.21 |
| Hispanic | 0.29560794 | 0.23866401 | .62 |
| Black | 0.18625505 | 0.13554290 | .68 |
| Drug | -0.52694105 | 0.11049317 | -2.33 |
| Emotion | 0.03606655 | 0.09588791 | .19 |
| High school graduation | -0.31944148 | 0.07934588 | -2.01 |
| Handicapped | 0.01963488 | 0.08144480 | .12 |
| Length care | 0.00589123 | 0.00360526 | .81 |
| Health problem | -0.88635663 | 0.29648852 | -1.49 |
| Job while in care | 0.10121549 | 0.15770301 | .32 |
| Formal training | 0.09528023 | 0.19340892 | .24 |
| Formal and informal training | 0.69468243 | 0.16730287 | 2.08 |
| Months since discharge | -0.00651565 | 0.00839704 | -.39 |
| Abuse/neglect | 0.04338967 | 0.11773780 | .18 |
| Parental problem | 0.23924811 | 0.18081310 | .66 |
| Number of placements into care | -0.14369245 | 0.04465542 | -1.61 |
| Number of living arrangements | -0.04897632 | 0.03919875 | -.62 |
| Age entered | 0.07298300 | 0.04310257 | .84 |
| Youth behavior | -0.21172251 | 0.17274010 | -.61 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .05$

Table B-22. Multi-factor logistic regression model to predict impact of none vs. any skills on avoiding young parenthood

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 4.99492021 | 0.49043300 | 5.09 |
| None vs. any | 0.56826363 | 0.17265501 | 1.64 |
| Gender | 2.15226074 | 0.12874124 | 8.36 |
| Hispanic | -0.07839526 | 0.17557431 | -.22 |
| Black | -0.25433486 | 0.10561751 | -1.20 |
| Drug | -0.62355156 | 0.13300963 | -2.34 |
| Emotion | 0.75854091 | 0.15968414 | 2.37 |
| High school graduation | 0.13962629 | 0.16573718 | .42 |
| Handicapped | 0.14893085 | 0.10699739 | .69 |
| Length care | -0.01205052 | 0.00264640 | -2.27 |
| Health problem | 0.14648935 | 0.09520010 | .77 |
| Job while in care | -0.51009959 | 0.09845132 | -2.59 |
| Formal training | -0.60527582 | 0.18451551 | -1.64 |
| Formal and informal training | -0.35619621 | 0.24313089 | -.73 |
| Months since discharge | -0.02661546 | 0.00793012 | -1.68 |
| Abuse/neglect | -0.50136575 | 0.14567105 | -1.72 |
| Parental problem | -0.07925971 | 0.24153695 | -.16 |
| Number of placements into care | -0.05118476 | 0.05434377 | -.47 |
| Number of living arrangements | -0.24161357 | 0.03137377 | -2.85 |
| Age entered | -0.23888692 | 0.03620919 | -3.30 |
| Youth behavior | -0.18626431 | 0.11972690 | -.72 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .21$

Table B-23. Multi-factor logistic regression model to predict impact of 10 skill areas on accessing health care

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.56676066 | 1.21025266 | -1.47 |
| 10 skill areas | 1.54042163 | 0.15421259 | 4.99 |
| Gender | -0.25709282 | 0.11287265 | -1.14 |
| Hispanic | -0.11554112 | 0.16804561 | -.34 |
| Black | -0.01599099 | 0.05392087 | -.15 |
| Drug | 0.12116835 | 0.11101743 | .54 |
| Emotion | -0.58949590 | 0.08913359 | -3.30 |
| High school graduation | -0.06147711 | 0.10772924 | -.28 |
| Handicapped | 0.10870773 | 0.12065541 | .45 |
| Length care | 0.02192045 | 0.00505070 | 2.17 |
| Health problem | 0.21566615 | 0.12844207 | .84 |
| Job while in care | -0.41398201 | 0.15014657 | -1.38 |
| Formal training | -0.39122076 | 0.20160844 | -.97 |
| Formal and informal training | -0.87112529 | 0.20556647 | -2.12 |
| Months since discharge | -0.00668347 | 0.00878049 | -.32 |
| Abuse/neglect | -0.56626090 | 0.07495192 | -3.77 |
| Parental problem | -0.46653220 | 0.24722314 | -.94 |
| Number of placements into care | -0.14986036 | 0.07539070 | -.99 |
| Number of living arrangements | -0.00942052 | 0.06793229 | -.07 |
| Age entered | 0.30894812 | 0.06958013 | 2.22 |
| Youth behavior | -0.53615082 | 0.09193734 | -2.91 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .08
Model df = 20, 5

Table B-24. Multi-factor logistic regression model to predict impact of 10 skill areas on summary outcome

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.11858099 | 0.32437770 | 7.89 |
| 10 skill areas | 0.81749726 | 0.12395407 | 3.30 |
| Gender | 0.47939488 | 0.11660971 | 2.05 |
| Hispanic | -0.26353699 | 0.17984350 | -.73 |
| Black | -0.29939178 | 0.08962821 | -1.67 |
| Drug | -0.47872086 | 0.09136769 | -2.62 |
| Emotion | -0.11722334 | 0.10389791 | -.56 |
| High school graduation | 0.84599313 | 0.07099965 | 5.96 |
| Handicapped | -0.46129921 | 0.06916587 | -3.33 |
| Length care | -0.00238641 | 0.00204783 | -.58 |
| Health problem | -0.00169181 | 0.05950300 | -.02 |
| Job while in care | -0.00284252 | 0.12983112 | -.01 |
| Formal training | -0.26061187 | 0.16682497 | -.78 |
| Formal and informal training | -0.01657681 | 0.09611433 | -.08 |
| Months since discharge | -0.00963634 | 0.00795446 | -.60 |
| Abuse/neglect | -0.05760634 | 0.07497056 | -.38 |
| Parental problem | 0.03476941 | 0.14987384 | .11 |
| Number of placements into care | -0.10775514 | 0.02427995 | -2.22 |
| Number of living arrangements | -0.18875217 | 0.02661968 | -3.04 |
| Age entered | -0.03548337 | 0.02316471 | -.76 |
| Youth behavior | -0.04905334 | 0.11220197 | -.22 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .23

Table B-25. Multi-factor logistic regression model to predict impact of 10 skill areas on person to rely on

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 1.79062901 | 0.78326865 | 1.15 |
| 10 skill areas | 0.05602653 | 0.13210905 | .21 |
| Gender | -0.45175199 | 0.08333131 | -2.71 |
| Hispanic | 0.26814851 | 0.12239106 | 1.10 |
| Black | -0.18772662 | 0.06740534 | -1.39 |
| Drug | 0.34665288 | 0.16148091 | 1.08 |
| Emotion | -0.25448936 | 0.09599107 | -1.32 |
| High school graduation | -0.04643601 | 0.07425984 | -.31 |
| Handicapped | -0.73458242 | 0.16134316 | -2.28 |
| Length care | 0.00482552 | 0.00260402 | .92 |
| Health problem | 0.06971201 | 0.11143957 | .31 |
| Job while in care | 0.12585938 | 0.12797095 | .49 |
| Formal training | 0.36675927 | 0.14009420 | 1.31 |
| Formal and informal training | 0.37340262 | 0.18498693 | 1.01 |
| Months since discharge | -0.00061189 | 0.00655587 | -.05 |
| Abuse/neglect | 0.15064491 | 0.09805339 | .77 |
| Parental problem | 0.15720711 | 0.21163185 | .37 |
| Number of placements into care | -0.02924770 | 0.03146178 | -.46 |
| Number of living arrangements | -0.06726795 | 0.02324156 | -1.45 |
| Age entered | 0.03887677 | 0.03687355 | .52 |
| Youth behavior | 0.38096484 | 0.07425169 | 2.66 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .10$

Table B-26. Multi-factor logistic regression model to predict impact of 10 skill areas on overall satisfaction with life

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -1.17414738 | 0.55022075 | -1.07 |
| 10 skill areas | 0.77938602 | 0.21091835 | 1.85 |
| Gender | -0.50520975 | 0.19034407 | -1.33 |
| Hispanic | 0.32757056 | 0.25115423 | .65 |
| Black | 0.19422552 | 0.15109362 | .65 |
| Drug | -0.55299641 | 0.12443321 | -2.22 |
| Emotion | 0.08332905 | 0.10614010 | .39 |
| High school graduation | -0.48461140 | 0.09043421 | -2.68 |
| Handicapped | 0.00413382 | 0.09695752 | .02 |
| Length care | 0.00634601 | 0.00320101 | .99 |
| Health problem | -0.75208313 | 0.27491804 | -1.37 |
| Job while in care | 0.04473664 | 0.14511329 | .15 |
| Formal training | -0.08555429 | 0.15892817 | -.27 |
| Formal and informal training | 0.47896749 | 0.17424081 | 1.37 |
| Months since discharge | -0.00561230 | 0.00876299 | -.32 |
| Abuse/neglect | -0.01377172 | 0.12266891 | -.06 |
| Parental problem | 0.17445204 | 0.17941457 | .48 |
| Number of placements into care | -0.13399940 | 0.05115738 | -1.31 |
| Number of living arrangements | -0.04930660 | 0.04454915 | -.56 |
| Age entered | 0.08531697 | 0.03871706 | 1.10 |
| Youth behavior | -0.24114806 | 0.18623825 | -.69 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .05
Model df = 20, 5

Table B-27. Multi-factor logistic regression model to predict impact of 10 skill areas on maintaining a job for at least one year

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.32183951 | 0.86365761 | -1.93 |
| 10 skill areas | 0.56940915 | 0.24644463 | 1.16 |
| Gender | 0.71438380 | 0.20798561 | 1.71 |
| Hispanic | -0.14091517 | 0.18535810 | -.38 |
| Black | -0.48807770 | 0.11638917 | -2.09 |
| Drug | -0.46412191 | 0.19462531 | -1.19 |
| Emotion | -0.72194803 | 0.09121266 | -3.96 |
| High school graduation | 0.63499989 | 0.14136311 | 2.25 |
| Handicapped | -0.75094101 | 0.16755840 | -2.24 |
| Length care | 0.00848017 | 0.00309902 | 1.37 |
| Health problem | -0.50607603 | 0.15920225 | -1.59 |
| Job while in care | 0.60341902 | 0.13161649 | 2.29 |
| Formal training | 0.61131734 | 0.22121968 | 1.38 |
| Formal and informal training | 0.34023958 | 0.19233385 | .89 |
| Months since discharge | 0.01916738 | 0.01332116 | .72 |
| Abuse/neglect | 0.09146574 | 0.26430711 | .18 |
| Parental problem | -0.12508957 | 0.30070912 | -.21 |
| Number of placements into care | -0.08568554 | 0.07283847 | -.59 |
| Number of living arrangements | -0.14910541 | 0.04034286 | -1.85 |
| Age entered | 0.09699047 | 0.04162924 | 1.17 |
| Youth behavior | 0.03326124 | 0.28291817 | .06 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .13
Model df = 20, 5

Table B-28. Multi-factor logistic regression model to predict impact of 10 skill areas on obtaining a high school degree

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 1.41091102 | 1.25116126 | .57 |
| 10 skill areas | 0.42855589 | 0.29985626 | .71 |
| Gender | 0.09377597 | 0.13222614 | .36 |
| Hispanic | -1.02934848 | 0.26612629 | -1.94 |
| Black | -0.19341222 | 0.16622957 | -.58 |
| Drug | -0.66318817 | 0.07246844 | -4.58 |
| Emotion | 0.12535157 | 0.18774853 | .33 |
| High school graduation | 5.01407203 | 0.53557348 | 4.68 |
| Handicapped | -0.72704716 | 0.14244951 | -2.55 |
| Length care | -0.00419729 | 0.00457988 | -.46 |
| Health problem | 0.58018037 | 0.15910886 | 1.83 |
| Job while in care | -0.06358717 | 0.22888179 | -.14 |
| Formal training | -1.03936701 | 0.32979807 | -1.58 |
| Formal and informal training | -0.05074707 | 0.21109309 | -.12 |
| Months since discharge | -0.00066677 | 0.01143507 | -.03 |
| Abuse/neglect | -0.04953076 | 0.14066297 | -.18 |
| Parental problem | -0.51291331 | 0.25153926 | -1.02 |
| Number of placements into care | -0.20868537 | 0.05670961 | -1.84 |
| Number of living arrangements | -0.20169505 | 0.05336885 | -1.89 |
| Age entered | -0.06669432 | 0.06235516 | -.54 |
| Youth behavior | -0.17485232 | 0.20220509 | -.43 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .41
Model df = 20, 5

Table B-29. Multi-factor logistic regression model to predict impact of 10 skill areas on not being a cost to the community

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 6.05352489 | 0.90589434 | 3.34 |
| 10 skill areas | 0.16495515 | 0.17008987 | .48 |
| Gender | 1.05933562 | 0.17182455 | 3.08 |
| Hispanic | -0.82512667 | 0.32152221 | -1.29 |
| Black | -0.64044645 | 0.14333742 | -2.23 |
| Drug | -0.83635965 | 0.15183561 | -2.78 |
| Emotion | 0.19390182 | 0.15560217 | .63 |
| High school graduation | 0.50444766 | 0.16093946 | 1.57 |
| Handicapped | -0.87190233 | 0.18361308 | -2.38 |
| Length care | -0.02198719 | 0.00390980 | -2.81 |
| Health problem | 0.25713834 | 0.17904525 | .72 |
| Job while in care | 0.32470566 | 0.12828524 | 1.26 |
| Formal training | -0.35207665 | 0.21017671 | -.84 |
| Formal and informal training | 0.26674274 | 0.17803652 | .75 |
| Months since discharge | -0.01812568 | 0.00939723 | -.97 |
| Abuse/neglect | 0.25293308 | 0.13329321 | .95 |
| Parental problem | 0.75491644 | 0.24865307 | 1.52 |
| Number of placements into care | -0.08268258 | 0.05989355 | -.69 |
| Number of living arrangements | -0.22470588 | 0.04276441 | -2.63 |
| Age entered | -0.27416212 | 0.05613506 | -2.44 |
| Youth behavior | 0.41222869 | 0.14540382 | 1.41 |

*Standard error must be multiplied by 2 to calculate t score

Model $r^2$ = .12

Model df = 20, 5

Table B-30. Multi-factor logistic regression model to predict impact of number of skills on avoiding young parenthood

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.72814175 | 0.42033586 | 6.81 |
| Number of skills | -0.00292765 | 0.00686372 | -.21 |
| Gender | 2.16372356 | 0.12561185 | 8.61 |
| Hispanic | -0.06596863 | 0.16767274 | -.19 |
| Black | -0.28046391 | 0.09439594 | -1.43 |
| Drug | -0.58586802 | 0.12372404 | -2.57 |
| Emotion | 0.69546614 | 0.14222392 | 2.44 |
| High school graduation | 0.21476272 | 0.16691746 | .65 |
| Handicapped | 0.17526359 | 0.10647259 | .82 |
| Length care | -0.01314105 | 0.00248812 | -2.64 |
| Health problem | 0.06154724 | 0.10245099 | .30 |
| Job while in care | -0.48781604 | 0.10298190 | -2.37 |
| Formal training | -0.47587894 | 0.15370850 | -1.55 |
| Formal and informal training | -0.23425483 | 0.22312239 | -.52 |
| Months since discharge | -0.02813922 | 0.00768994 | -1.83 |
| Abuse/neglect | -0.45776257 | 0.15045591 | -1.52 |
| Parental problem | -0.06005280 | 0.25982747 | -.11 |
| Number of placements into care | -0.06200955 | 0.05748400 | -.54 |
| Number of living arrangements | -0.23145774 | 0.02703206 | -4.28 |
| Age entered | -0.25395317 | 0.03384362 | -3.75 |
| Youth behavior | -0.17599149 | 0.12581330 | -.70 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .21
Model df = 20, 5

Table B-31. Multi-factor logistic regression model to predict impact of number of skills on maintaining a job for at least one year

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.36334680 | 0.87758106 | -1.91 |
| Number of skills | 0.02487865 | 0.01127816 | 1.10 |
| Gender | 0.70990241 | 0.20622036 | 1.72 |
| Hispanic | -0.13309355 | 0.18682693 | -.35 |
| Black | -0.47613887 | 0.11714886 | -2.03 |
| Drug | -0.47801952 | 0.20303785 | -1.17 |
| Emotion | -0.72501084 | 0.09142429 | -3.96 |
| High school graduation | 0.63440042 | 0.14473074 | 2.19 |
| Handicapped | -0.76567824 | 0.16464866 | -2.32 |
| Length care | 0.00875567 | 0.00301765 | 1.45 |
| Health problem | -0.51281059 | 0.15993060 | -1.61 |
| Job while in care | 0.60113904 | 0.12903750 | 2.33 |
| Formal training | 0.62555089 | 0.22289192 | 1.41 |
| Formal and informal training | 0.32514227 | 0.19293967 | .84 |
| Months since discharge | 0.01925777 | 0.01324949 | .72 |
| Abuse/neglect | 0.09130255 | 0.26791093 | .17 |
| Parental problem | -0.12927910 | 0.30022188 | -.21 |
| Number of placements into care | -0.08958944 | 0.7129693 | -.63 |
| Number of living arrangements | -0.14864998 | 0.04005195 | -1.86 |
| Age entered | 0.09982510 | 0.04159702 | 1.20 |
| Youth behavior | 0.03588292 | 0.28695863 | .06 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .13$
Model df = 20, 5

Table B-32. Multi-factor logistic regression model to predict impact of number of skills on overall satisfaction with life

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -1.26930312 | 0.59329856 | -1.07 |
| Number of skills | 0.03708961 | 0.01068067 | 1.73 |
| Gender | -0.51235038 | 0.19166152 | -1.33 |
| Hispanic | 0.34487072 | 0.24710892 | .70 |
| Black | 0.21306871 | 0.15186022 | .70 |
| Drug | -0.57317899 | 0.12514075 | -2.29 |
| Emotion | 0.07886182 | 0.10767909 | .31 |
| High school graduation | -0.49480771 | 0.09713779 | -2.54 |
| Handicapped | -0.02144257 | 0.10271927 | -.10 |
| Length care | 0.00677848 | 0.00326655 | 1.04 |
| Health problem | -0.74574968 | 0.27733975 | -1.34 |
| Job while in care | 0.03963766 | 0.14641691 | .13 |
| Formal training | -0.07015879 | 0.16161910 | -.21 |
| Formal and informal training | 0.44514709 | 0.16457710 | 1.35 |
| Months since discharge | -0.00566254 | 0.00876331 | -.32 |
| Abuse/neglect | -0.01939126 | 0.12315131 | -.08 |
| Parental problem | 0.16380169 | 0.17463295 | .47 |
| Number of placements into care | -0.13821334 | 0.05089667 | -1.36 |
| Number of living arrangements | -0.04832419 | 0.04388524 | -.55 |
| Age entered | 0.09054174 | 0.04019931 | 1.12 |
| Youth behavior | -0.23732085 | 0.18466361 | -.64 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .05
Model df = 20, 5

Table B-33. Multi-factor logistic regression model to predict impact of number of skills on accessing health care

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.64966671 | 1.21320780 | -1.51 |
| Number of skills | 0.06277903 | 0.00585344 | 5.31 |
| Gender | -0.26231256 | 0.11419341 | -1.15 |
| Hispanic | -0.09768936 | 0.16518227 | -.29 |
| Black | 0.00874194 | 0.05818034 | .08 |
| Drug | 0.09538445 | 0.11227846 | .42 |
| Emotion | -0.60195881 | 0.08437752 | -3.56 |
| High school graduation | -0.05362833 | 0.10856258 | -.24 |
| Handicapped | 0.07712158 | 0.12574718 | .30 |
| Length care | 0.02271293 | 0.00501155 | 2.26 |
| Health problem | 0.19172725 | 0.12747332 | .75 |
| Job while in care | -0.40319821 | 0.15008574 | -1.34 |
| Formal training | -0.33794334 | 0.20492425 | -.82 |
| Formal and informal training | -0.88369823 | 0.20118423 | -2.19 |
| Months since discharge | -0.00659768 | 0.00873844 | -.32 |
| Abuse/neglect | -0.57277849 | 0.07398692 | -3.87 |
| Parental problem | -0.46763113 | 0.24229675 | -.96 |
| Number of placements into care | -0.15747427 | 0.07863381 | -1.00 |
| Number of living arrangements | -0.00925535 | 0.06938344 | -.06 |
| Age entered | 0.31626062 | 0.06888704 | 2.29 |
| Youth behavior | -0.53328125 | 0.09489477 | -2.81 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .07
Model df = 20, 5

Table B-34. Multi-factor logistic regression model to predict impact of number of skills on avoiding being a cost to the community

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 6.04122731 | 0.90476124 | 3.34 |
| Number of skills | 0.00659461 | 0.00762519 | .43 |
| Gender | 1.05920358 | 0.17177495 | 3.08 |
| Hispanic | -0.82283272 | 0.32036376 | -1.28 |
| Black | -0.63727449 | 0.14221216 | -2.24 |
| Drug | -0.83997746 | 0.15048905 | -2.79 |
| Emotion | 0.19308473 | 0.15566119 | .62 |
| High school graduation | 0.50665984 | 0.16345469 | 1.55 |
| Handicapped | -0.87581982 | 0.18024294 | -2.43 |
| Length care | -0.02189113 | 0.00392713 | -2.78 |
| Health problem | 0.25726328 | 0.17916225 | .72 |
| Job while in care | 0.32539823 | 0.12900334 | 1.26 |
| Formal training | -0.34377885 | 0.21190962 | -.81 |
| Formal and informal training | 0.26583512 | 0.17958084 | .74 |
| Months since discharge | -0.01810810 | 0.00940110 | -.96 |
| Abuse/neglect | 0.25266015 | 0.13390169 | .94 |
| Parental problem | 0.75458185 | 0.24920615 | 1.51 |
| Number of placements into care | -0.08351703 | 0.06048966 | -.69 |
| Number of living arrangements | -0.22472699 | 0.04297916 | -2.61 |
| Age entered | -0.27316642 | 0.05629162 | -2.42 |
| Youth behavior | -0.41323422 | 0.14618672 | 1.41 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .12
Model df = 20, 5

Table B-35. Multi-factor logistic regression model to predict impact of number of skills on obtaining a high school education

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 1.41422347 | 1.26169175 | .56 |
| Number of skills | 0.02266687 | 0.01158995 | .98 |
| Gender | 0.08838929 | 0.13588564 | .32 |
| Hispanic | -1.01030048 | 0.26316221 | -1.92 |
| Black | -0.18209716 | 0.16370863 | -.56 |
| Drug | -0.67243954 | 0.07153334 | -4.70 |
| Emotion | 0.12693576 | 0.18553956 | .34 |
| High school graduation | 5.00309435 | 0.53566622 | 4.67 |
| Handicapped | -0.74232054 | 0.14156150 | -2.62 |
| Length care | -0.00414469 | 0.00451295 | -.46 |
| Health problem | 0.57672444 | 0.16073663 | 1.79 |
| Job while in care | -0.06492774 | 0.22322365 | -.14 |
| Formal training | -1.04560889 | 0.31973264 | -1.63 |
| Formal and informal training | -0.08581126 | 0.21223634 | -.20 |
| Months since discharge | -0.00096306 | 0.01159490 | -.04 |
| Abuse/neglect | -0.06012270 | 0.13900619 | -.21 |
| Parental problem | -0.53431814 | 0.25129688 | -1.07 |
| Number of placements into care | -0.20982816 | 0.05719433 | -1.83 |
| Number of living arrangements | -0.20342265 | 0.05301000 | -1.92 |
| Age entered | -0.06708650 | 0.06239031 | -.54 |
| Youth behavior | -0.17696230 | 0.20530249 | -.43 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .42$
Model df = 20, 5

Table B-36. Multi-factor logistic regression model to predict impact of number of skills on having a person to rely upon

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 1.78269712 | 0.78463724 | 1.13 |
| Number of skills | 0.00258471 | 0.00579016 | .23 |
| Gender | -0.45201696 | 0.08395044 | -2.69 |
| Hispanic | 0.26930614 | 0.12398433 | 1.08 |
| Black | -0.18665237 | 0.06823683 | -1.37 |
| Drug | 0.34526585 | 0.16160363 | 1.07 |
| Emotion | -0.25517689 | 0.09573608 | -1.33 |
| High school graduation | -0.04702353 | 0.06768410 | -.34 |
| Handicapped | -0.73634922 | 0.15913258 | -2.31 |
| Length care | 0.00486617 | 0.00263231 | .92 |
| Health problem | 0.06980863 | 0.11106037 | .31 |
| Job while in care | 0.12573485 | 0.12704141 | .49 |
| Formal training | 0.36798803 | 0.14202609 | 1.29 |
| Formal and informal training | 0.37084798 | 0.18959327 | .98 |
| Months since discharge | -0.00061688 | 0.00657406 | -.05 |
| Abuse/neglect | 0.15001010 | 0.09836154 | .76 |
| Parental problem | 0.15642757 | 0.21219815 | .37 |
| Number of placements into care | -0.02964493 | 0.03121666 | -.47 |
| Number of living arrangements | -0.06715114 | 0.02295334 | -1.47 |
| Age entered | 0.03937412 | 0.03725855 | .53 |
| Youth behavior | 0.38093572 | 0.07421300 | 2.56 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = 10

Table B-37. Multi-factor logistic regression model to predict impact of number of skills on summary outcome

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.05650046 | 0.30780152 | 8.21 |
| Number of skills | 0.03494763 | 0.00530363 | 3.29 |
| Gender | 0.47511093 | 0.11602369 | 2.05 |
| Hispanic | -0.25108241 | 0.17604349 | -.71 |
| Black | -0.28333450 | 0.09142911 | -1.55 |
| Drug | -0.49502319 | 0.09799143 | -2.52 |
| Emotion | -0.12228652 | 0.10357873 | -.59 |
| High school graduation | 0.84847187 | 0.07644821 | 5.55 |
| Handicapped | -0.48087179 | 0.06796801 | -3.52 |
| Length care | -0.00195477 | 0.00190288 | -.51 |
| Health problem | -0.00540439 | 0.06190321 | -.05 |
| Job while in care | -0.00265802 | 0.12856147 | -.01 |
| Formal training | -0.23284623 | 0.17044968 | -.68 |
| Formal and informal training | -0.03241057 | 0.09860741 | -.11 |
| Months since discharge | -0.00959521 | 0.00787913 | -.61 |
| Abuse/neglect | -0.06149929 | 0.07686114 | -.40 |
| Parental problem | 0.02876365 | 0.14551532 | .10 |
| Number of placements into care | -0.11272285 | 0.02591198 | -2.12 |
| Number of living arrangements | -0.18817250 | 0.02669042 | -3.52 |
| Age entered | -0.03101277 | 0.02156880 | -.72 |
| Youth behavior | -0.04603500 | 0.11281535 | -.21 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .23$

Table B-38. Multi-factor regression model to predict impact of 12 skill areas on avoiding young parenthood

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.00932093 | 0.66043636 | -3.79 |
| Money | -0.07171872 | 0.18299743 | .20 |
| Credit | -0.49992079 | 0.17214601 | 1.45 |
| Consumer | 0.93023798 | 0.21893829 | -2.13 |
| Health | -0.59311378 | 0.09432825 | 3.15 |
| Family planning | -0.18246746 | 0.13168504 | -.70 |
| Social | 0.20913030 | 0.22381303 | -.47 |
| Home management | 0.20940195 | 0.14646320 | -.72 |
| Employment | 0.26739644 | 0.23065308 | -.58 |
| Education | 0.34799888 | 0.18759294 | -.93 |
| Live | -0.44080790 | 0.16946747 | 1.30 |
| Legal | 0.08980489 | 0.16486878 | -.27 |
| CMMRES | -0.31108100 | 0.09971503 | 1.56 |
| Gender | 2.10564353 | 0.12358646 | -8.52 |
| Hispanic | -0.03217198 | 0.17122310 | -.09 |
| Black | -0.16812174 | 0.11052467 | .76 |
| Drug | -0.60798538 | 0.12484900 | 2.43 |
| Emotion | 0.77926635 | 0.16443372 | -2.37 |
| High school graduation | 0.25726221 | 0.17250786 | -.74 |
| Handicapped | 0.24634812 | 0.12013394 | -1.03 |
| Length of care | -0.01145941 | 0.00368459 | 1.56 |
| Health problem | 0.21628975 | 0.09612981 | -1.13 |
| Job while in care | -0.51457520 | 0.11487900 | 2.24 |
| Formal training | -0.55103611 | 0.13319099 | 2.07 |
| Formal and informal training | -0.14131836 | 0.17703561 | .40 |
| Months since discharge | -0.02435558 | 0.00684301 | 1.78 |
| Abuse/neglect | -0.64944531 | 0.18550573 | 1.70 |
| Parental problem | -0.25400896 | 0.24198268 | .53 |
| Number of placements into care | -0.04989347 | 0.04746086 | .53 |
| Number of living arrangements | -0.23844981 | 0.03075613 | 3.89 |
| Age entered care | -0.22379667 | 0.04817637 | 2.32 |
| Youth behavior | -0.35764508 | 0.15147201 | 1.18 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .22$

Table B-39. Multi-factor regression model to predict impact of 12 skill areas on not being a cost to the community

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 6.95305561 | 1.21015129 | -2.89 |
| Money | 0.19004284 | 0.12612306 | -.76 |
| Credit | 0.50431363 | 0.26110058 | -.97 |
| Consumer | 0.98858780 | 0.13781230 | -3.56 |
| Health | -0.20963203 | 0.16276220 | .65 |
| Family planning | -1.02078556 | 0.08234509 | -6.20 |
| Social | 0.20827883 | 0.10219962 | -1.02 |
| Home management | -0.50519061 | 0.20355734 | 1.24 |
| Employment | 0.99659612 | 0.14271362 | -3.99 |
| Education | -0.39635270 | 0.21730864 | .91 |
| Live | -0.14690693 | 0.19352779 | .38 |
| Legal | -0.11374240 | 0.08499039 | .67 |
| CMMRES | 0.15785026 | 0.08292222 | -.95 |
| Gender | 0.88696591 | 0.15631096 | -2.84 |
| Hispanic | -0.80558138 | 0.29077651 | 1.39 |
| Black | -0.58809834 | 0.15640812 | 1.88 |
| Drug | -0.95065986 | 0.12057150 | 3.94 |
| Emotion | 0.06080598 | 0.13014623 | -.28 |
| High school graduation | 0.60559271 | 0.19561683 | -1.55 |
| Handicapped | -0.86862605 | 0.22609737 | 1.92 |
| Length of care | -0.02489763 | 0.00448554 | 2.78 |
| Health problem | 0.28619919 | 0.21392296 | -.67 |
| Job while in care | 0.31918787 | 0.13102354 | -1.22 |
| Formal training | -0.29678892 | 0.22228936 | .67 |
| Formal and informal training | 0.14945327 | 0.16577347 | -.45 |
| Months since discharge | -0.02026277 | 0.00959690 | 1.05 |
| Abuse/neglect | 0.26253940 | 0.13210113 | -.99 |
| Parental problem | 0.84052193 | 0.26129644 | -1.61 |
| Number of placements into care | -0.10142087 | 0.06766306 | .75 |
| Number of living arrangements | -0.21474791 | 0.03680486 | 2.92 |
| Age entered care | -0.29867323 | 0.06120149 | 2.44 |
| Youth behavior | 0.56796916 | 0.13255477 | -2.14 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .18

Table B-40. Multi-factor regression model to predict impact of 12 skill areas on ability to access health care

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.59249762 | 1.12404574 | -1.6 |
| Money | 0.43649227 | 0.12411806 | 1.71 |
| Credit | -0.60496546 | 0.25786403 | -1.18 |
| Consumer | 0.98011936 | 0.29551763 | 1.67 |
| Health | 0.40490997 | 0.06512783 | 3.11 |
| Family planning | -0.03588410 | 0.17710732 | -.10 |
| Social | -0.24218697 | 0.13737006 | -.89 |
| Home management | -0.08876944 | 0.11350831 | -.39 |
| Employment | 0.01544779 | 0.17621296 | .05 |
| Education | 0.55475777 | 0.15417984 | 1.80 |
| Live | -0.12935427 | 0.18711478 | -.35 |
| Legal | -0.11264275 | 0.17355689 | -.33 |
| CMMRES | 0.10135923 | 0.08845605 | .58 |
| Gender | -0.29025259 | 0.10246661 | -1.42 |
| Hispanic | -0.11234707 | 0.15742632 | -.35 |
| Black | 0.01554781 | 0.05505662 | .14 |
| Drug | 0.21616571 | 0.08385229 | 1.29 |
| Emotion | -0.68326687 | 0.09790519 | -3.49 |
| High school graduation | -0.15217634 | 0.13878535 | -.55 |
| Handicapped | 0.05964187 | 0.08748262 | .34 |
| Length of care | 0.02365555 | 0.00487082 | 2.43 |
| Health problem | 0.33646800 | 0.17607669 | .96 |
| Job while in care | -0.44565382 | 0.12100313 | -1.84 |
| Formal training | -0.18821606 | 0.17561923 | -.54 |
| Formal and informal training | -0.70810414 | 0.18105624 | -1.96 |
| Months since discharge | -0.01124293 | 0.00810124 | -.70 |
| Abuse/neglect | -0.56196130 | 0.08321228 | -3.38 |
| Parental problem | -0.51143486 | 0.22647089 | -1.13 |
| Number of placements into care | -0.15730605 | 0.07295914 | -1.08 |
| Number of living arrangements | 0.00297177 | 0.07154199 | .02 |
| Age entered care | 0.33826009 | 0.06628992 | 2.55 |
| Youth behavior | -0.55888891 | 0.07193905 | -3.89 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .10$

Table B-41. Multi-factor regression model to predict impact of 12 skill areas on obtaining a high school degree

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 2.44269505 | 1.38080006 | .89 |
| Money | 0.52856467 | 0.12679545 | 4.08 |
| Credit | -0.73193502 | 0.43088316 | -.86 |
| Consumer | 0.17623955 | 0.34195239 | .26 |
| Health | -0.19415567 | 0.16411853 | -1.09 |
| Family planning | -0.51118188 | 0.24195010 | -2.06 |
| Social | -0.36804094 | 0.12422899 | -1.48 |
| Home management | -0.22178589 | 0.15432312 | -.72 |
| Employment | 0.12190173 | 0.20493439 | .29 |
| Education | 0.34150154 | 0.13443559 | 1.27 |
| Live | -0.00497631 | 0.38305485 | -.005 |
| Legal | -0.37735890 | 0.19954817 | -.95 |
| CMMRES | 1.13384835 | 0.18699288 | 3.03 |
| Gender | -0.02351571 | 0.15418893 | -.08 |
| Hispanic | -0.96390577 | 0.24115980 | -2.00 |
| Black | -0.13358775 | 0.15925825 | -.42 |
| Drug | -0.91673402 | 0.09532026 | -4.81 |
| Emotion | 0.06382983 | 0.18884248 | .17 |
| High school graduation | 5.08086774 | 0.53295733 | 4.77 |
| Handicapped | -0.81456248 | 0.16962038 | -2.40 |
| Length of care | -0.00829714 | 0.00479317 | -.87 |
| Health problem | 0.69797060 | 0.18602837 | 1.88 |
| Job while in care | -0.03195488 | 0.22597563 | -.07 |
| Formal training | -0.77770907 | 0.24069007 | -1.62 |
| Formal and informal training | -0.13060406 | 0.19005222 | -.35 |
| Months since discharge | -0.00157849 | 0.01326184 | -.06 |
| Abuse/neglect | -0.08902429 | 0.16631775 | -.27 |
| Parental problem | -0.67448371 | 0.28563857 | -1.18 |
| Number of placements into care | -0.17641184 | 0.05326369 | -1.66 |
| Number of living arrangements | -0.21644837 | 0.04940417 | -2.19 |
| Age entered care | -0.11500902 | 0.06406654 | -.90 |
| Youth behavior | -0.07550924 | 0.20068522 | -.19 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .45

Table B-42. Multi-factor regression model to predict impact of 12 skill areas on having a person to rely upon

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 2.06321131 | 0.84558935 | 1.22 |
| Money | 0.12985804 | 0.09941235 | .66 |
| Credit | 0.26607255 | 0.09950003 | 1.33 |
| Consumer | 0.14669164 | 0.06824592 | 1.08 |
| Health | 0.12221133 | 0.10788686 | .57 |
| Family planning | 0.22488958 | 0.09637248 | 1.17 |
| Social | -0.13812540 | 0.13328913 | -.52 |
| Home management | -0.40147492 | 0.10966939 | -1.83 |
| Employment | -0.09963559 | 0.13342583 | -.38 |
| Education | 0.08396939 | 0.10749818 | .39 |
| Live | -0.26079099 | 0.11116067 | -1.18 |
| Legal | -0.02017128 | 0.08964092 | -.12 |
| CMMRES | -0.00753956 | 0.12051587 | -.03 |
| Gender | -0.40336898 | 0.07253764 | -2.78 |
| Hispanic | 0.22120427 | 0.11798132 | .94 |
| Black | -0.19678254 | 0.07145335 | -1.38 |
| Drug | 0.43887251 | 0.13667246 | 1.60 |
| Emotion | -0.28451317 | 0.09308842 | -1.53 |
| High school graduation | -0.02930522 | 0.06836037 | -.22 |
| Handicapped | -0.72552195 | 0.14421209 | -2.51 |
| Length of care | 0.00427095 | 0.00259261 | .83 |
| Health problem | 0.00422836 | 0.11286002 | .02 |
| Job while in care | 0.09011688 | 0.11936131 | .38 |
| Formal training | 0.44700964 | 0.13262945 | 1.69 |
| Formal and informal training | 0.46968650 | 0.22241760 | 1.06 |
| Months since discharge | -0.00175302 | 0.00668382 | -.13 |
| Abuse/neglect | 0.22995978 | 0.10123588 | 1.14 |
| Parental problem | 0.18534226 | 0.21241055 | .44 |
| Number of placements into care | -0.02759293 | 0.02759188 | -.50 |
| Number of living arrangements | -0.04733214 | 0.02035898 | -1.16 |
| Age entered care | 0.03361327 | 0.03981547 | .42 |
| Youth behavior | 0.38766938 | 0.08050574 | 2.41 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .13$

Table B-43. Multi-factor regression model to predict impact of 12 skill areas on maintaining a job for at least one year

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | -3.92999667 | 0.82657730 | -2.38 |
| Money | -0.12900760 | 0.15658150 | -.41 |
| Credit | 1.11743112 | 0.18894696 | 2.96 |
| Consumer | 0.55717078 | 0.17982104 | 1.55 |
| Health | -0.04774193 | 0.15828028 | -.15 |
| Family planning | -0.27270982 | 0.10609796 | -1.29 |
| Social | -0.45309789 | 0.15448993 | -1.47 |
| Home management | 0.18268021 | 0.13044114 | .70 |
| Employment | -0.08142190 | 0.11494588 | -.36 |
| Education | 0.70756682 | 0.15625808 | 2.27 |
| Live | -0.17001942 | 0.12711159 | -.67 |
| Legal | -0.04804080 | 0.13745514 | -.18 |
| CMMRES | -0.31660914 | 0.14809874 | -1.07 |
| Gender | 0.71044432 | 0.20694462 | 1.72 |
| Hispanic | -0.01076526 | 0.19825515 | -.03 |
| Black | -0.43487987 | 0.10087164 | -2.16 |
| Drug | -0.29831879 | 0.14123147 | -1.06 |
| Emotion | -0.79939664 | 0.08924358 | -4.48 |
| High school graduation | 0.71101756 | 0.13434306 | 2.65 |
| Handicapped | -0.58802439 | 0.13823909 | -2.13 |
| Length of care | 0.01094516 | 0.00284177 | 1.92 |
| Health problem | -0.58029113 | 0.14803352 | -1.96 |
| Job while in care | 0.63947941 | 0.12272950 | 2.61 |
| Formal training | 0.57642284 | 0.17994674 | 1.60 |
| Formal and informal training | 0.43221738 | 0.13260583 | 1.63 |
| Months since discharge | 0.01864079 | 0.01403377 | .67 |
| Abuse/neglect | 0.19799431 | 0.22883109 | .44 |
| Parental problem | -0.09632081 | 0.29328539 | -.17 |
| Number of placements into care | -0.08812605 | 0.08197768 | -.54 |
| Number of living arrangements | -0.12100092 | 0.03727151 | -1.63 |
| Age entered care | 0.14127519 | 0.03840089 | 1.84 |
| Youth behavior | 0.05959149 | 0.24153190 | .13 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2 = .16$

Table B-44. Multi-factor regression model to predict impact of 12 skill areas on general satisfaction with life

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 0.19081403 | 0.51644653 | .19 |
| Money | 0.32865555 | 0.13329231 | 1.24 |
| Credit | 1.06912249 | 0.10603815 | 5.04 |
| Consumer | -0.30038092 | 0.11190784 | -1.34 |
| Health | 0.37030366 | 0.13442049 | 1.38 |
| Family planning | -0.34542374 | 0.11520303 | -1.50 |
| Social | -0.03613894 | 0.19919800 | -.09 |
| Home management | -0.68012305 | 0.17324199 | -1.97 |
| Employment | -0.19674525 | 0.16709577 | -.59 |
| Education | -0.17919213 | 0.07097274 | -1.26 |
| Live | 0.82540353 | 0.13085450 | 3.15 |
| Legal | 0.26967404 | 0.13730344 | .98 |
| CMMRES | 0.34385118 | 0.08274922 | 2.08 |
| Gender | -0.53587215 | 0.19284442 | -1.39 |
| Hispanic | 0.30077790 | 0.21948645 | .69 |
| Black | 0.20871313 | 0.15762215 | .66 |
| Drug | -0.48176612 | 0.10561628 | -2.28 |
| Emotion | -0.11215328 | 0.09181347 | -.61 |
| High school graduation | -0.51828363 | 0.08691042 | -2.98 |
| Handicapped | -0.00729325 | 0.09331507 | -.04 |
| Length of care | 0.00221294 | 0.00279577 | .40 |
| Health problem | -0.95785133 | 0.30763695 | -1.56 |
| Job while in care | 0.06834236 | 0.14545724 | .24 |
| Formal training | -0.04386972 | 0.17659226 | -.13 |
| Formal and informal training | 0.17163185 | 0.19449501 | .44 |
| Months since discharge | -0.00874470 | 0.00790029 | -.56 |
| Abuse/neglect | 0.23756142 | 0.11556469 | 1.03 |
| Parental problem | 0.34013657 | 0.20104164 | .85 |
| Number of placements into care | -0.17795382 | 0.04714752 | -1.89 |
| Number of living arrangements | -0.02489021 | 0.03978340 | -.32 |
| Age entered care | 0.03052407 | 0.03649569 | .42 |
| Youth behavior | 0.05471948 | 0.17557456 | .15 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .10

Table B-45. Multi-factor regression model to predict impact of 12 skill areas on summary outcome

| Parameter | Parameter estimate | Standard* error | t |
|---|---|---|---|
| Intercept | 5.42979602 | 0.35706182 | 7.61 |
| Money | 0.32566777 | 0.10430867 | 1.56 |
| Credit | 0.32526821 | 0.06617878 | 2.46 |
| Consumer | 0.57214614 | 0.12954537 | 2.21 |
| Health | -0.03226184 | 0.06897750 | -.23 |
| Family planning | -0.40035349 | 0.09284686 | -2.16 |
| Social | -0.22482494 | 0.10041492 | 1.12 |
| Home management | -0.19457278 | 0.08304017 | -1.17 |
| Employment | 0.16408114 | 0.09245404 | .89 |
| Education | 0.28906033 | 0.09418247 | 1.54 |
| Live | 0.02507816 | 0.08499630 | .15 |
| Legal | -0.06163087 | 0.12915335 | -.24 |
| CMMRES | 0.18908715 | 0.08552523 | 1.10 |
| Gender | 0.39977578 | 0.11078601 | 1.80 |
| Hispanic | -0.22383515 | 0.14658289 | -.76 |
| Black | -0.23980531 | 0.08491360 | -1.41 |
| Drug | -0.42192066 | 0.06869486 | -3.07 |
| Emotion | -0.22348568 | 0.08798520 | -1.27 |
| High school graduation | 0.82489228 | 0.08106973 | 5.09 |
| Handicapped | -0.40328195 | 0.05515550 | -3.66 |
| Length of care | -0.00291936 | 0.00202348 | -.72 |
| Health problem | 0.00155778 | 0.08487305 | .01 |
| Job while in care | 0.00466631 | 0.10939302 | .02 |
| Formal training | -0.17213332 | 0.14854572 | -.58 |
| Formal and informal training | -0.03513657 | 0.08674862 | -.21 |
| Months since discharge | -0.01161102 | 0.00684994 | -.85 |
| Abuse/neglect | 0.01482956 | 0.06283523 | .12 |
| Parental problem | 0.02738782 | 0.14029175 | .10 |
| Number of placements into care | -0.11917439 | 0.02504799 | -2.38 |
| Number of living arrangements | -0.17033490 | 0.02204426 | -3.87 |
| Age entered care | -0.03446120 | 0.02209812 | -.78 |
| Youth behavior | 0.02322333 | 0.09144851 | .12 |

*Standard error must be multiplied by 2 to calculate t score
Model $r^2$ = .28

# APPENDIX C: QUESTIONNAIRE

OMB Number 0980-0213
Expiration Date: March 31, 1991

# A NATIONAL EVALUATION OF TITLE IV-E FOSTER CARE INDEPENDENT LIVING PROGRAMS FOR YOUTH

Prepared for:

Administration for Children, Youth, and Families
Office of Human Development Services
Dept. of Health and Human Services

Prepared by:

Westat, Inc.
1650 Research Boulevard
Rockville, Maryland 20850

BEST COPY AVAILABLE

## INTRODUCTION

Hello, my name is ____________ from Westat Research in Rockville, Maryland. May I speak with (NAME OF RESPONDENT)?

**REPEAT INTRODUCTION IF SOMEONE OTHER THAN RESPONDENT ANSWERS THE TELEPHONE**

We recently mailed you a letter about the study of young people who have been in foster care. Did you receive the letter?

| | | |
|---|---|---|
| Yes .......................................................... | 1 | (2) |
| No .......................................................... | 2 | (1) & (2) |

(1) Then let me tell you briefly what is in the letter:

We are doing a study sponsored by the United States Department of Health and Human Services, of young people who have been in foster care, and how they are doing since leaving foster care.

(2) Before we start, let me assure you that your participation is voluntary, but very important. Your answers will be kept completely confidential, and your name will not appear on any reports.

So that we can (send/give) you the $25.00 for participating in the study, I first need to verify some information.

a. Your current address is (READ ADDRESS ON FACE SHEET. CORRECT ADDRESS AND PHONE NUMBER, IF NECESSARY.)

b. And what is your date of birth? ________/________/ 19______
(COMPARE WITH FACE SHEET AND CORRECT, IF NECESSARY.)

c. According to our information you were discharged from foster care in . . .

MONTH ______________ YEAR 19____________

By "discharged from foster care" in (DATE) we mean that the state agency stopped paying your foster parents, or the group home, or you yourself, at that time. As we go through the interview, I will be referring to this date. (GO TO SECTION A).

IF RESPONDENT QUESTIONS DATE:
I would like to bring your concern to the attention of the project director, so I need to write it down.

RECORD RESPONDENT'S CONCERN WITH DATE ON PAGE II.

THEN CONTINUE WITH SECTION A.

RESPONDENT'S CONCERN WITH REFERENCE DATE
(SUMMARIZE BRIEFLY)

GO TO SECTION A

THE REFERENCE DATE IS MONTH ____________
YEAR ____________

READ THIS DATE, WHENEVER (DATE) APPEARS IN THE INTERVIEW.

Time Started: __________ AM
PM

## SECTION A

## LIVING ARRANGEMENTS: PAST AND PRESENT

First, I'd like to start by asking you some questions about your living arrangements.

A-1. How long have you lived in (NAME OF CITY/COUNTY)?

YEARS ________________

MONTHS ________________

A-2. Which of the following best describes where you live? Is it...

| | |
|---|---|
| A town or city | 1 |
| A suburban community, or | 2 |
| A rural farming community | 3 |

A-3. Now I'm going to ask you with whom you lived when you were first discharged from foster care in (DATE). What is the first name of each person who was living in your household at that time? Let's start with the oldest person.
(IF R. WAS IN GROUP HOME OR INSTITUTION, CHECK BOX, ☐, AND SKIP TO A-6.)
(ENTER R'S FIRST NAME ON LINE 01 OF HOUSEHOLD ENUMERATION TABLE).
(PROBE: Who else lived with you?)

A-4. (STARTING WITH PERSON 02) What is (PERSON)'s relationship to you?
FOR PARENTS, ASK: Is that your foster-, step-, adoptive-, or birth- (mother/father)?
FOR SIBLINGS, ASK: Is that your foster-, step-, adoptive-, birth-, or half- (brother/sister)?

A-5. About (DATE) did you receive any financial help from (READ EACH NAME)?

A-6. Now I'm going to ask you with whom you are living at the present time.
(IF R. IN GROUP HOME OR INSTITUTION, CHECK BOX, ☐, AND SKIP TO A-9)
What is the first name of each person who is living in your household currently? Let's start with the oldest person. (ENTER R'S FIRST NAME ON LINE 01)

A-7. (STARTING WITH PERSON 02) What is (PERSON)'s relationship to you?
FOR PARENTS, ASK: Is that your foster-, step-, adoptive-, or birth- (mother/father)?
FOR SIBLINGS, ASK: Is that your foster-, step-, adoptive-, birth-, or half- (brother/sister)?

A-8. Are you currently receiving any financial help from (READ EACH NAME)?

## HOUSEHOLD ENUMERATION TABLE

**IN REFERENCE DATE PERIOD**

| Q.A-3<br>PERSON NUMBER | FIRST NAME | Q.A-4<br>RELATIONSHIP | Q.A-5 FINANCIAL HELP<br>YES | <br>NO |
|---|---|---|---|---|
| 01 | RESPONDENT | SELF | ▨ | ▨ |
| 02 | | | | |
| 03 | | | | |
| 04 | | | | |
| 05 | | | | |
| 06 | | | | |
| 07 | | | | |
| 08 | | | | |
| 09 | | | | |
| 10 | | | | |

**AT THE PRESENT TIME**

| Q.A-6<br>PERSON NUMBER | FIRST NAME | Q.A-7<br>RELATIONSHIP | Q.A-8 FINANCIAL HELP<br>YES | <br>NO |
|---|---|---|---|---|
| 01 | RESPONDENT | SELF | ▨ | ▨ |
| 02 | | | | |
| 03 | | | | |
| 04 | | | | |
| 05 | | | | |
| 06 | | | | |
| 07 | | | | |
| 08 | | | | |
| 09 | | | | |
| 10 | | | | |

A-9. (1) Immediately after (DATE), when you were discharged from foster care, did you live in a private house, an apartment, a trailer, a rooming house or some other type of housing?

(2) And where do you live at the present time, a private house, an apartment, a trailer, a rooming house, or some other type of housing.

| | (1) In reference date period | (2) Present time | |
|---|---|---|---|
| PRIVATE HOUSE | 01 | 01 | (A-10) |
| APARTMENT | 02 | 02 | |
| TRAILER | 03 | 03 | |
| ROOMING HOUSE | 04 | 04 | |
| DORMITORY OF A SCHOOL OR COLLEGE | 05 | 05 | |
| FRATERNITY OR SORORITY HOUSE | 06 | 06 | |
| MILITARY BARRACKS, ON BOARD SHIP, ETC. | 07 | 07 | (A-12) |
| JAIL OR PRISON | 08 | 08 | |
| MENTAL INSTITUTION | 09 | 09 | |
| OTHER (SPECIFY) ______ | 88 ______ | 88 | |

A-10. How long have you been living in this place?

YEARS ________
or
MONTHS ________

A-11. Would you want to move from this (PLACE), or not?

| | | |
|---|---|---|
| YES | 1 | (1) |
| NO | 2 | (A-12) |

(1) Why is that?

______________________________

______________________________

______________________________

Now, I would like to ask you about any other places you have lived since (DATE).

A-12. Including where you live now, at how many different addresses have you lived since (DATE)?

____________________
NUMBER OF ADDRESSES

A-13. Has there been any time since (DATE) that you did not have a place to live?

YES .................................................... 1
NO ..................................................... 2 (SKIP TO SECTION B)

A-14. Where did you live, eat and sleep during that time?

________________________________________

________________________________________

## SECTION B

## EDUCATION

Now I would like to ask you a few questions abour your schooling experience and plans.

B-1. What was the highest grade or level of regular schooling that you had completed at the time you were discharged from foster care in (DATE)?

| | |
|---|---|
| LESS THAN HIGH SCHOOL (1 TO 8 YEARS) | 1 |
| SOME HIGH SCHOOL (9 TO 11 YEARS) | 2 |
| GED | 3 |
| COMPLETED HIGH SCHOOL | 4 |
| SOME COLLEGE | 5 |
| GRADUATED COLLEGE | 6 |

B-2. What is the highest grade or level of regular schooling that you have completed at this time?

| | | |
|---|---|---|
| LESS THAN HIGH SCHOOL (1 TO 8 YEARS) | 1 | (B-3) |
| SOME HIGH SCHOOL (9 TO 11 YEARS) | 2 | |
| GED | 3 | |
| COMPLETED HIGH SCHOOL | 4 | |
| SOME COLLEGE | 5 | |
| GRADUATED COLLEGE | 6 | (B-4) |

B-3. What might prevent you from completing more school? Would it be....

| | | Yes | | No |
|---|---|---|---|---|
| a. | That you are not interested in school, | 1 | (B-4) | 2 |
| b. | Financial problems | 1 | | 2 |
| c. | Transportation problems, | 1 | | 2 |
| d. | That you must work full time, | 1 | | 2 |
| e. | School work is too difficult | 1 | | 2 |
| f. | You can't get into school, | 1 | | 2 |
| g. | Health reasons, or | 1 | | 2 |
| h. | Because of some other reason | 1 | | 2 |

________________________________________

SPECIFY

B-4. How much education would you be satisfied with?

| | |
|---|---|
| LESS THAN HIGH SCHOOL GRADUATION | 1 |
| HIGH SCHOOL GRADUATION/GED | 2 |
| COLLEGE, LESS THAN 2 YEARS | 3 |
| COLLEGE, TWO YEAR DEGREE | 4 |
| COLLEGE, FOUR OR FIVE YEAR DEGREE | 5 |
| COLLEGE, MASTERS DEGREE | 6 |
| COLLEGE, PH.D. OR M.D. OR OTHER ADVANCED PROFESSIONAL DEGREE | 7 |
| DK | 8 |

B-5. Have you ever received any kind of vocational or technical training?

YES .................................................... 1 (1) & (2)
NO ...................................................... 2 (SECTION C)

(1) What kind?

A. ______________________________

B. ______________________________

(2) In what kind of school or program did you receive this training?

A. ______________________________

B. ______________________________

## SECTION C

## EMPLOYMENT

Now I have some questions about employment.

C-1. Did you have a job immediately after you were discharged from foster care in (DATE)?

Yes .......... 1
No .......... 2

C-2. Have you had a job since then?

Yes .......... 1
No .......... 2 (C-16)

C-3. Do you currently have a job?

Yes .......... 1 (C-5)
No .......... 2 (C-4)

C-4. Have you had more than one job since (DATE)?

Yes .......... 1 (INSTRUCTION A)
No .......... 2 (INSTRUCTION B)

C-5. Is your current job the same one you had when you first started working after about (DATE), or do you have a different job now?

Same job .......... 1 (INSTRUCTION C)
Different job .......... 2 (INSTRUCTION D)

### JOBS SINCE LEAVING FOSTER CARE

INSTRUCTION A.

CIRCLE .......... 1

ASK THE QUESTIONS IN COL. 1 ABOUT THE FIRST JOB, AND THE QUESTIONS IN COL. 2 ABOUT THE MOST RECENT JOB.

INSTRUCTION B.

CIRCLE .......... 2

ASK THE QUESTIONS IN COL. 1 ABOUT THE MOST RECENT JOB.

INSTRUCTION C.

CIRCLE .......... 3

ASK THE QUESTIONS IN COL. 1 ABOUT THE CURRENT JOB.

INSTRUCTION D.

CIRCLE .......... 4

ASK THE QUESTIONS IN COL. 1 ABOUT THE FIRST JOB, AND THE QUESTIONS IN COL. 2 ABOUT THE CURRENT JOB.

| | | COLUMN (1)<br>ASK COL. (1) IF RESPONDENT HAD AT LEAST ONE JOB | COLUMN (2)<br>ASK COL. (2) IF RESPONDENT HAD MORE THAN ONE JOB |
|---|---|---|---|
| C-6. | I would like to ask you some questions about your . . .<br>(first job/ most recent job/ current job) since (DATE). | ______<br>______ | ______<br>______ |
| | What (is/was) your occupation? | ______ | ______ |
| C-7. | In what kind of business or industry (is/was) this job?<br>[PROBE: What (do/did) they make or do?] | ______<br>______ | ______<br>______ |
| C-8. | What (are/were) your most important duties or activities? | ______<br>______ | ______<br>______ |
| C-9. | How long (did you) have (you had) this job? | LESS THAN 1 MONTH .......... 1<br>1-6 MONTHS .......... 2<br>7 MONTHS TO 11 MONTHS .......... 3<br>1-2 YEARS .......... 4<br>OVER 2 YEARS .......... 5 | LESS THAN 1 MONTH .......... 1<br>1-6 MONTHS .......... 2<br>7 MONTHS TO 11 MONTHS .......... 3<br>1-2 YEARS .......... 4<br>OVER 2 YEARS .......... 5 |
| C-10. | What was your starting salary on this job? | $______ Hourly .......... 1<br>Weekly .......... 2<br>Monthly .......... 3<br>Annually .......... 4 | $______ Hourly .......... 1<br>Weekly .......... 2<br>Monthly .......... 3<br>Annually .......... 4 |
| C-11. | What (is/was) your salary (when you left/currently)? | $______ Hourly .......... 1<br>Weekly .......... 2<br>Monthly .......... 3<br>Annually .......... 4 | $______ Hourly .......... 1<br>Weekly .......... 2<br>Monthly .......... 3<br>Annually .......... 4 |
| C-12. | On the average, how many hours a week (do/did) you work? | ______<br>NUMBER OF HOURS | ______<br>NUMBER OF HOURS |
| C-13. | How did you find this job?<br>(CIRCLE ALL THAT APPLY) | SCHOOL EMPLOYMENT/ PLACEMENT .......... 01<br>STATE/PUBLIC EMPLOYMENT SERVICE .......... 02<br>PRIVATE EMPLOYMENT AGENCY .......... 03<br>NEWSPAPER AD .......... 04<br>APPLIED TO AN EMPLOYER DIRECTLY .......... 05<br>A RELATIVE .......... 06<br>A FRIEND .......... 07<br>YOUR FOSTER CARE PROGRAM .......... 08<br>OTHER (SPECIFY)<br>______ 88 | SCHOOL EMPLOYMENT/ PLACEMENT .......... 01<br>STATE/PUBLIC EMPLOYMENT SERVICE .......... 02<br>PRIVATE EMPLOYMENT AGENCY .......... 03<br>NEWSPAPER AD .......... 04<br>APPLIED TO AN EMPLOYER DIRECTLY .......... 05<br>A RELATIVE .......... 06<br>A FRIEND .......... 07<br>YOUR FOSTER CARE PROGRAM .......... 08<br>OTHER (SPECIFY)<br>______ 88 |

C-14. How many different jobs have you had since you were discharged from foster care in (DATE)?

______________________________
TOTAL NUMBER OF JOBS

| | | |
|---|---|---|
| RESPONDENT IS CURRENTLY EMPLOYED | 1 | (C-20) |
| RESPONDENT IS CURRENTLY UNEMPLOYED | 2 | (C-15) |

C-15. What was the main reason you left your last job? (RECORD VERBATIM AND CIRCLE ONE)

______________________________________________________

______________________________________________________

| | |
|---|---|
| FIRED | 01 |
| DIDN'T LIKE IT | 02 |
| JUST A TEMPORARY JOB | 03 |
| LACK OF OPPORTUNITY | 04 |
| LAYOFF | 05 |
| WANTED TO TRY A DIFFERENT JOB | 06 |
| TRANSPORTATION PROBLEMS | 07 |
| CHILD CARE PROBLEMS | 08 |
| RETURNED TO SCHOOL | 09 |
| ILLNESS/PHYSICAL DISABILITY | 10 |
| TO STAY HOME WITH CHILDREN | 11 |
| JOINED THE MILITARY | 12 |
| OTHER | 88 |

C-16. Are you looking for work at the present time?

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | (C-19) |

C-17. What have you done to find a job? Have you checked with ....

| | | Yes | No |
|---|---|---|---|
| a. | school placement service? | 1 | 2 |
| b. | state employment service? | 1 | 2 |
| c. | private employment agency? | 1 | 2 |
| d. | newspaper ads? | 1 | 2 |
| e. | community action or welfare groups? | 1 | 2 |
| f. | an employer directly? | 1 | 2 |
| g. | a union? | 1 | 2 |
| h. | relatives? | 1 | 2 |
| i. | friends? | 1 | 2 |
| j | Anything else? (SPECIFY) | 1 | 2 |

____________________________

C-18. What has been the major problem you have faced in finding employment? (RECORD VERBATIM, AND CIRCLE ONE)

________________________________________

________________________________________

| | | |
|---|---|---|
| NONE | 00 | (C-20) |
| LACK OF JOB SKILLS | 01 | |
| LACK OF EXPERIENCE | 02 | |
| TOO YOUNG | 03 | |
| LACK OF EDUCATION | 04 | |
| COULDN'T FIND A JOB I LIKED | 05 | |
| LACK OF TRANSPORTATION | 06 | |
| LACK OF OPPORTUNITIES | 07 | |
| DID NOT KNOW HOW TO FIND A JOB | 08 | |
| LACK OF CHILD CARE | 09 | |
| HANDICAPPING CONDITION | 10 | |
| OTHER | 88 | |

C-19. What is the main reason you are not looking for work? (RECORD VERBATIM AND CIRCLE ONE)

________________________________________

________________________________________

| | |
|---|---|
| ATTENDING SCHOOL | 01 |
| WAITING TO RESUME JOB | 02 |
| NO WORK AVAILABLE IN MY LINE OF WORK | 03 |
| LACK OF NECESSARY SCHOOLING, TRAINING, SKILLS OR EXPERIENCE | 04 |
| EMPLOYERS THINK I'M TOO YOUNG | 05 |
| OTHER PERSONAL HANDICAP IN FINDING A JOB | 06 |
| CAN'T ARRANGE CHILD CARE | 07 |
| ILL HEALTH, PHYSICAL DISABILITIES | 08 |
| DON'T WANT A JOB | 09 |
| STAY HOME WITH CHILDREN | 10 |
| IN THE MILITARY | 11 |
| OTHER | 88 |

ASK EVERYONE

C-20. Were you ever in the Job Corps?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | (C-22) |

C-21. Did you complete the Job Corps Program?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | |

C-22. What type of job or occupation do you expect or plan to have when you are about 30 years old? (PROBE: What is your best guess?)

C-23. Have you ever been in the military?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | (SECTION D) |

C-24. What branch of service?

| | |
|---|---|
| Army | 1 |
| Navy | 2 |
| Air Force | 3 |
| Marines | 4 |
| Coast Guard | 5 |
| National Guard | 6 |
| High School ROTC | 7 |

C-25. What is your current status?

| | | |
|---|---|---|
| Active duty | 1 | (SECTION D) |
| Reserves | 2 | (SECTION D) |
| Discharged | 3 | |

C-26. What type of discharge?

| | |
|---|---|
| Honorable | 1 |
| Dishonorable | 2 |
| Medical | 3 |
| Administrative | 4 |

## SECTION D

## FINANCES

Now some questions about finances.

ASK (2) IF SPOUSE LIVING IN HOUSEHOLD. ELSE GO TO D-2.

D-1. (1) What was your total income before taxes for 1989; was it . . .

(2) What was your (husband's/wife's) total income before taxes for 1989; was it. . .

| | (1) Respondent's Income | (2) Spouse's Income |
|---|---|---|
| No income | 00 | 00 |
| Less than $5,000 | 01 | 01 |
| $5,000 - $10,000 | 02 | 02 |
| $10,000 - $15,000 | 03 | 03 |
| $15,000 - $20,000 | 04 | 04 |
| $20,000 - $30,000 | 05 | 05 |
| $30,000 - $40,000 | 06 | 06 |
| $40,000 + | 07 | 07 |
| REFUSED | 08 | 08 |
| DK | 09 | 09 |

D-2. How would you describe your financial situation – would you say it is...

| | |
|---|---|
| Good | 1 |
| Fair or | 2 |
| Poor? | 3 |

D-3. Compared to other people your age, would you describe your financial situation as...

| | |
|---|---|
| Better | 1 |
| About the same or | 2 |
| Worse? | 3 |

D-4. Do you find that you have trouble paying your bills...

| | |
|---|---|
| Very often | 1 |
| Sometimes | 2 |
| Not very often or | 3 |
| Never? | 4 |

D-5. A lot of people find themselves borrowing money and going into debt to buy things they need and want. How often do you borrow money? Would you say ...

| | | |
|---|---|---|
| Weekly | 1 | |
| Monthly | 2 | |
| Every once in awhile or | 3 | |
| Never | 4 | (D-7) |

D-6. How would you describe the effect your borrowing money has had on your budget and finances? Has it ...

| | |
|---|---|
| Been tough | 1 |
| Created some problems, but you're getting by, or | 2 |
| Not been much of a problem | 3 |

D-7. What are some of your sources of income – Do you get any...

| | | YES | NO | NOT APPLICABLE |
|---|---|---|---|---|
| a. | Financial help from family members, outside your household? | 1 | 2 | 3 |
| b. | Financial help from friends outside your household? | 1 | 2 | 3 |
| c. | Money set aside for you while you were in foster-care? | 1 | 2 | 3 |
| d. | Public assistance such as AFDC, SSI, or food stamps? | 1 | 2 | 3 |
| e. | Money from any other sources? | 1 | 2 | 3 |
| | ____________________ (SPECIFY) | | | |
| | (IF R HAS CHILD(REN) IN HOUSEHOLD, ASK) | | | |
| f. | Money for child support (other than AFDC)? | 1 | 2 | 3 |

D-8. Upon discharge from foster care in (DATE), were you covered by any health insurance, such as ...

| | | YES | NO |
|---|---|---|---|
| a. | Medicaid | 1 (SECTION E) | 2 |
| b. | Medical Assistance other than Medicaid paid for by the state or county | 1 (SECTION E) | 2 |
| c. | Private health insurance which you carry or is carried for you | 1 | 2 |
| d. | Any other kind of health insurance (SPECIFY) | 1 | 2 |

____________________

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## SECTION E

## LEGAL PROBLEMS

E-1. Since you were discharged from foster care in (DATE) have you had any problems with the law?

| | | |
|---|---|---|
| Yes | 1 | (E2) (1) & (2) |
| No | 2 | (F-1) |
| Refused | 7 | |

E-2. (1) What kinds of problems have you had? (PROBE: Any others?) (RECORD IN BRIEF SUMMARY UP TO THREE INCIDENTS)

(2) IF MORE THAN ONE INCIDENT, ASK (2). Which of these happened most recently? CHECK BOX BELOW

| | |
|---|---|
| 1. | ☐ |
| 2. | ☐ |
| 3. | ☐ |

**ASK E-3 THROUGH E-9 ABOUT (MOST RECENT) INCIDENT**

E-3. Did (INCIDENT) involve drugs or alcohol?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | |

E-4. Were you arrested for (INCIDENT)?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | |

E-5. Were formal charges filed?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | (E-10) |

E-6. Did you enter into a plea-bargain?

| | | |
|---|---|---|
| Yes | 1 | (E-9) |
| No | 2 | |

E-7. Were you brought to trial for (INCIDENT)?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | (E-9) |

E-8. Were you found guilty or not guilty of (INCIDENT)?

| | | |
|---|---|---|
| Guilty | 1 | |
| Not guilty | 2 | (E-10) |
| Other (SPECIFY) ______________________ | 3 | (E-10) |

E-9. What is your current status regarding (INCIDENT)? (RECORD VERBATIM AND CIRCLE ALL THAT APPLY)

| | |
|---|---|
| ALL CHARGES DROPPED | 01 |
| SERVED SENTENCE/SENTENCE COMPLETED | 02 |
| STILL WAITING FOR TRIAL | 03 |
| SERVING SENTENCE IN JAIL OR PRISON | 04 |
| DOING COMMUNITY SERVICE WORK | 05 |
| ON PROBATION | 06 |
| ON PAROLE | 07 |
| SOME CHARGES STILL PENDING | 08 |
| OTHER STATUS | 88 |

E-10. Did you have any incidents with the law such as arrests or time served in jail or prison before (DATE)?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| Refused | 7 |
| Don't Know/Don't Remember | 8 |

# SECTION F

## HEALTH

I would now like to turn to another topic – your health and health care practices.

F-1. Compared to other people your age, would you say your present health is...

| | |
|---|---|
| Excellent | 1 |
| Very good | 2 |
| Good | 3 |
| Fair, or | 4 |
| Poor | 5 |

F-2. How long has it been since you last had a physical checkup or saw a doctor? (CIRCLE ONE)

| | |
|---|---|
| LESS THAN 1 MONTH | 1 |
| 1 MONTH - LESS THAN 6 MONTHS | 2 |
| 6 MONTHS - LESS THAN 1 YEAR | 3 |
| 1 YEAR - LESS THAN 5 YEARS | 4 |
| 5 OR MORE YEARS | 5 |
| NEVER | 6 |
| DON'T KNOW/DON'T REMEMBER | 8 |

F-3. About how long has it been since you last saw a dentist for dental care? (CIRCLE ONE)

| | |
|---|---|
| 6 MONTHS AGO OR LESS | 1 |
| OVER 6 MONTHS TO 12 MONTHS | 2 |
| OVER 12 MONTHS TO 2 YEARS | 3 |
| OVER 2 YEARS TO 5 YEARS | 4 |
| MORE THAN 5 YEARS | 5 |
| NEVER | 6 |
| DON'T KNOW/DON'T REMEMBER | 8 |

F-4. Since you were discharged from foster care in (DATE), have you always been able to get medical care, or were there times when you were unable to get medical care?

| | | |
|---|---|---|
| YES, ALWAYS ABLE | 1 | (F-6) |
| NO, SOMETIMES UNABLE | 2 | |
| DIDN'T NEED MEDICAL CARE | 3 | (F-6) |

F-5. What prevented you from getting medical care? Was it .....

| | | YES | NO |
|---|---|---|---|
| a. | because you didn't know where to go? | 1 | 2 |
| b. | because it cost too much? | 1 | 2 |
| c. | because you didn't have transportation to get there? | 1 | 2 |
| d. | because the hours were not convenient? | 1 | 2 |
| e. | because you would lose pay for work? | 1 | 2 |
| f. | because you had no insurance coverage? | 1 | 2 |

F-6. These days, where do you usually go for medical care? Do you go to...

| | | | |
|---|---|---|---|
| a. | A private doctor | 1 | |
| b. | A clinic | 2 | |
| c. | An emergency room or | 3 | |
| d. | Some place else (SPECIFY) ____________ | 4 | |
| e. | Or wouldn't you go anywhere? | 5 | (F-8) |

F-7. Who usually pays the (PLACE IN F-6)...

| | | | |
|---|---|---|---|
| a. | Medicaid or Medical Assistance | 1 | (F-8) |
| b. | Private health insurance, | 2 | |
| c. | You, yourself | 3 | |
| d. | Your parents or relatives, or | 4 | |
| e. | Someone else (SPECIFY) ____________ | 5 | |

CODING GUIDE FOR b.

D = A DAY
W = A WEEK
M = A MONTH
Y = A YEAR
N = NOT THAT YEAR
DK = DON'T KNOW FREQUENCY

| F-8. We are also interested in your use of alcohol. | a. Have you ever had alcohol to drink?<br>YES NO DK | b. Thinking back to the year before you were discharged from foster care in (DATE), how often did you have a drink?<br># OF TIMES UNIT OF TIME | c. How many days within the past month did you have a drink? |
|---|---|---|---|
| | 1 2 (F-11) 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE................00 (F-11) |

F-9. In the last 30 days, how many drinks did you usually have in a row – Would you say you...

| | |
|---|---|
| Usually had one drink | 1 |
| Usually had two | 2 |
| Usually had three or four drinks, or | 3 |
| Usually had five or more drinks? | 4 |
| Refused | 7 |

F-10. As a result of your drinking in the last month did you ever...

| | Yes | No | Refusal |
|---|---|---|---|
| Experience blackouts? | 1 | 2 | 7 |
| Get into fights with other people? | 1 | 2 | 7 |
| Get into fights with people who wanted you to drink less? | 1 | 2 | 7 |
| Get ticketed for drunk driving? | 1 | 2 | 7 |
| Get arrested for disorderly conduct or | 1 | 2 | 7 |
| Miss work or school? | 1 | 2 | 7 |

Now I am going to read you a list of drugs. Doctors sometimes prescribe these drugs for medical reasons. In addition to medical use, people sometimes take them on their own to feel better or to feel more relaxed.

CODING GUIDE FOR b.

| | |
|---|---|
| D = A DAY | Y = A YEAR |
| W = A WEEK | N = NOT THAT YEAR |
| M = A MONTH | DK = DON'T KNOW FREQUENCY |

<table>
<tr><th rowspan="2">READ F-11a - F-14a FIRST. FOR EACH "YES" RESPONSE, ASK b AND c.</th><th colspan="3">a.<br>Have you ever taken (DRUG)?</th><th colspan="7">b.<br>Thinking back to the year before (DATE), how often did you take (DRUG)?</th><th rowspan="2">c.<br>How many days within the past month did you take (DRUG)?</th></tr>
<tr><th>YES</th><th>NO</th><th>DK</th><th># OF TIMES</th><th colspan="6">UNIT OF TIME</th></tr>
<tr><td>F-11. Tranquilizers such as librium or valium?</td><td>1</td><td>2</td><td>8</td><td>|__|__|</td><td>D</td><td>W</td><td>M</td><td>Y</td><td>N</td><td>DK</td><td># DAYS |__|__|<br>NONE........................ 00</td></tr>
<tr><td>F-12. Barbiturates or sedatives, such as Quaaludes, sleeping pills or downers?</td><td>1</td><td>2</td><td>8</td><td>|__|__|</td><td>D</td><td>W</td><td>M</td><td>Y</td><td>N</td><td>DK</td><td># DAYS |__|__|<br>NONE........................ 00</td></tr>
<tr><td>F-13. Amphetamines, also known as "uppers" or "speed"?</td><td>1</td><td>2</td><td>8</td><td>|__|__|</td><td>D</td><td>W</td><td>M</td><td>Y</td><td>N</td><td>DK</td><td># DAYS |__|__|<br>NONE........................ 00</td></tr>
<tr><td>F-14. Prescription pain-killers such as Darvon or those containing codeine? (Do not include non-prescription pain-killers such as aspirin, Tylenol or Advil.)</td><td>1</td><td>2</td><td>8</td><td>|__|__|</td><td>D</td><td>W</td><td>M</td><td>Y</td><td>N</td><td>DK</td><td># DAYS |__|__|<br>NONE........................ 00</td></tr>
</table>

I would also like to ask about illegal or hard drugs (and let me remind you that this information is strictly confidential).

F-15. Have you ever used any drugs like that?

YES .................................................................. 1
NO .................................................................. 2 (F-30)

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CODING GUIDE FOR b.
D = A DAY
W = A WEEK
M = A MONTH
Y = A YEAR
N = NOT THAT YEAR
DK = DON'T KNOW FREQUENCY

| READ F-16a - F-28a FIRST. FOR EACH "YES" RESPONSE, ASK b AND c. | a. Have you ever used (DRUG)? YES NO DK | b. Thinking back to the year before you were discharged from foster care in (DATE), how often did you use (DRUG)? # OF TIMES UNIT OF TIME | c. How many days within the past month did you use (DRUG)? |
|---|---|---|---|
| F-16. Marijuana or pot? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-17. Hashish or hash? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-18. Cocaine, not including crack? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-19. Crack? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-20. PCP or angel dust? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-21. Ice? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-22. Heroin, smack or horse? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-23. Crystal meth | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-24. Methadone? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |
| F-25. Inhalants, like huffing glue? | 1 2 8 | \|__\|__\| D W M Y N DK | # DAYS \|__\|__\|<br>NONE......................... 00 |

| READ a. FIRST AND RECORD BELOW. FOR EACH "YES" RESPONSE, ASK b AND c. | a. Have you ever used any other hard drugs? Which ones? YES NO DK | b. Thinking back to the year before (DATE), how often did you use (DRUG)? # OF TIMES UNIT OF TIME | c. How many days within the past month did you use (DRUG)? |
|---|---|---|---|
| F-26. | 1 2 (F29) 8 | \|_\|_\| D W M Y N DK | # DAYS \|_\|_\|<br>NONE ........................ 00 |
| F-27. | 1 2 8 | \|_\|_\| D W M Y N DK | # DAYS \|_\|_\|<br>NONE ........................ 00 |
| F-28. | 1 2 8 | \|_\|_\| D W M Y N DK | # DAYS \|_\|_\|<br>NONE ........................ 00 |

RESPONDENT HAS USED MEDICAL OR ILLEGAL DRUGS IN PAST 30 DAYS .......... 1 (F-29)
RESPONDENT HAS USED NO DRUGS IN PAST 30 DAYS .......... 2 (F-30)

F-29. As a result of your drug use in the last 30 days did you ...

| | Yes | No |
|---|---|---|
| a. Get into fights with other people .......... | 1 | 2 |
| b. Get into arguments with people who wanted you to stop using drugs .......... | 1 | 2 |
| c. Miss work or school .......... | 1 | 2 |
| d. Get arrested for disorderly conduct ...... | 1 | 2 |

ASK EVERYONE

F-30. Have you ever supported yourself by dealing drugs?

| | |
|---|---|
| Yes .......... | 1 |
| No .......... | 2 |
| Refusal .......... | 7 |

F-31. Since about (DATE) . . .

| | Yes | No |
|---|---|---|
| a. Have there ever been any days when you didn't get out of bed, even though you were not physically ill? .......... | 1 | 2 |
| b. Have you ever overdosed on drugs? .......... | 1 | 2 |
| c. Have you ever tried to commit suicide? .......... | 1 | 2 |

## SECTION G

## PERSONAL ADJUSTMENT

G-1. Now I'd like to know how you feel about each of the following statements. When I read each statement, please tell me whether you strongly agree, agree, disagree, or strongly disagree with it.
(REPEAT CATEGORIES TO R AS NECESSARY)

| | Strongly agree | Agree | Disagree | Strongly disagree | Refusal |
|---|---|---|---|---|---|
| a. I feel good about myself | 1 | 2 | 3 | 4 | 7 |
| b. I don't have enough control over the direction my life is taking | 1 | 2 | 3 | 4 | 7 |
| c. In my life, good luck is more important than hard work for success | 1 | 2 | 3 | 4 | 7 |
| d. I feel I am a person of worth; the equal of other people | 1 | 2 | 3 | 4 | 7 |
| e. I am able to do things as well as most other people | 1 | 2 | 3 | 4 | 7 |
| f. Every time I try to get ahead something or somebody stops me | 1 | 2 | 3 | 4 | 7 |
| g. My plans hardly ever work out, so planning only makes me unhappy | 1 | 2 | 3 | 4 | 7 |
| h. I try to accept my condition in life, rather than try to change things | 1 | 2 | 3 | 4 | 7 |
| i. On the whole, I am satisfied with myself | 1 | 2 | 3 | 4 | 7 |
| j. I certainly feel useless at times | 1 | 2 | 3 | 4 | 7 |
| k. I have a big influence over the things that happen to me | 1 | 2 | 3 | 4 | 7 |
| l. At times I think I am no good at all | 1 | 2 | 3 | 4 | 7 |
| m. When I make plans, I am almost certain I can make them work | 1 | 2 | 3 | 4 | 7 |
| n. I feel I do not have much to be proud of | 1 | 2 | 3 | 4 | 7 |
| o. What happens to me is my own doing | 1 | 2 | 3 | 4 | 7 |
| p. I feel that I have a number of good qualities | 1 | 2 | 3 | 4 | 7 |
| q. Chance and luck are very important for what happens in my life | 1 | 2 | 3 | 4 | 7 |
| r. I wish I could have more respect for myself | 1 | 2 | 3 | 4 | 7 |
| s. All in all, I pretty much feel that I am a failure | 1 | 2 | 3 | 4 | 7 |

G-2. Overall, how happy are you with life these days? Would you say you are:...

| | |
|---|---|
| Very happy | 1 |
| Somewhat happy or | 2 |
| Not very happy | 3 |

G-3. Let's talk about some of the things you do with your free time. What are the things you enjoy doing most with your free time? (RECORD VERBATIM) What else? (PROBE FOR UP TO THREE RESPONSES)

1. ______________________________

2. ______________________________

3. ______________________________

G-4. Which of these do you enjoy the most? (RECORD VERBATIM)

______________________________

G-5. How important is each of the following to you in your life – would you say not important, somewhat important, or very important?

| | Not important | Somewhat important | Very important | NOT APPLICABLE |
|---|---|---|---|---|
| a. Being successful in my line of work | 1 | 2 | 3 | 4 |
| b. Having a happy family life | 1 | 2 | 3 | 4 |
| c. Having lots of money | 1 | 2 | 3 | 4 |
| d. Having strong friendships | 1 | 2 | 3 | 4 |
| e. Being able to find steady work | 1 | 2 | 3 | 4 |
| f. Being a leader in my community | 1 | 2 | 3 | 4 |
| g. Having children | 1 | 2 | 3 | 4 |
| h. Living close to parents and relatives | 1 | 2 | 3 | 4 |
| i. Getting away from this area of the country | 1 | 2 | 3 | 4 |
| j. Trying to make the world a better place to live | 1 | 2 | 3 | 4 |
| k. Being able to give my children better opportunities than I've had | 1 | 2 | 3 | 4 |
| l. Having leisure time to enjoy my own interests | 1 | 2 | 3 | 4 |

G-6. How often do you attend religious services or activities? Do you attend . . .

| | |
|---|---|
| Weekly | 1 |
| A few times a month | 2 |
| Monthly | 3 |
| Less than monthly, or | 4 |
| Never | 5 |

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G-7 Are you currently enrolled in school?

Yes .............................................. 1 (1)
No ................................................. 2

(1) What type of school?

________________________________________

## SECTION H: SOCIAL NETWORK

H-1. Now let's talk about people who are important to you.

Think back over this past month. What people have been important to you? They may have been people you saw, talked with, or wrote letters to. This includes people who made you feel good, people who made you feel bad, and others who just played a part in your life.

1. First, think of family members, including foster family members, who have been important to you in the past month. What are their first names or initials? (LIST NAMES ON CHART)

No one ................ 1 (ASK 2)

2. How about friends or people you know from the neighborhood? (LIST NAMES ON CHART)

No one ................ 1 (ASK 3)

3. How about people you know from school, or work, or support groups that we haven't already listed? (LIST NAMES)

No one ................ 1 (ASK 4)

4. Finally, professional people such as teachers or mentors, counselors or caseworkers, or clergymen? (LIST NAMES. THEN GO TO A)

No one ................ 1 (A)

A. I will read your list to you (READ LIST). Is there any name you want to add? (ADD TO LIST)

No ........................ 1

MORE THAN 5 PEOPLE WERE LISTED ........................ 1 (B & C)
5 OR FEWER PEOPLE WERE LISTED ........................... 2 (C)

B. Of the (NUMBER) names you have given me, who are the five that are most important to you?
PLACE AN ASTERISK (*) IN PERSON COLUMN NEXT TO 5 MOST IMPORTANT, AND CROSS OUT ALL OTHERS.

C. ENTER THE APPROPRIATE CODE FOR EACH PERSON, UNDER AREA OF LIFE.

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Now I'm going to ask you a few questions about these people.

ASK 5-12 ABOUT EACH PERSON AND ENTER CODE NUMBERS FROM TOP OF COLUMN

5. Who would be available to help you out, for example, would give you a ride if you needed one, or would help you with a big chore? Can you rely on (NAME) for this kind of help . . .

hardly ever,
sometimes, or
almost always?

6. Who would be available to give you emotional support, for example, would comfort you if you were upset, or talk to you about your feelings? Can you rely on (NAME) for this kind of support . . .

hardly ever,
sometimes, or
almost always?

7. Whom do you rely on for advice? For example, who would tell you how to do something, or help you make a big decision? Would you rely on (NAME) for advice . . .

hardly ever,
sometimes, or
almost always?

8. Who do you feel is critical of you, that is, makes you feel bad? Is (NAME) critical of you . . .

hardly ever,
sometimes, or
almost always?

9. Now think about where help goes both ways. Do you usually . . .

help (NAME),
does (NAME) help you, or
do you help each other?

10. Now think about how close you are to these people. Is (NAME) . . .

not very close to you,
somewhat close, or
very close to you?

11. Do you usually see (NAME) . . .

daily,
weekly,
monthly,
a few times a year, or
not at all?

12. How long have you known (NAME) . . .

less than a year,
from 1-5 years, or
more than 5 years?

| ENTER **ALL** NAMES OR INITIALS BELOW. IF MORE THAN 5, PLACE * NEXT TO 5 MOST IMPORTANT. CROSS OUT ALL OTHERS. | | **AREA OF LIFE** | 5. **HELP** | 6. **EMOTIONAL SUPPORT** | 7. **INFORMATION/ ADVICE** | 8. CRITICAL | 9. **DIRECTION OF HELP** | 10. **CLOSENESS** | 11. **HOW OFTEN SEEN** | 12. **HOW LONG KNOWN** |
|---|---|---|---|---|---|---|---|---|---|---|
| | | ENTER CODE #<br>1. Family<br>2. Friends or people from neighborhood<br>3. School, work, support group<br>4. Professional people | ENTER CODE #<br>1. Hardly ever<br>2. Sometimes<br>3. Almost always | ENTER CODE #<br>1. Hardly ever<br>2. Sometimes<br>3. Almost always | ENTER CODE #<br>1. Hardly ever<br>2. Sometimes<br>3. Almost always | ENTER CODE #<br>1. Hardly ever<br>2. Sometimes<br>3. Almost always | ENTER CODE #<br>1. You help (PERSON)<br>2. (PERSON) helps you<br>3. Help each other | ENTER CODE #<br>1. Not very close<br>2. Sort of close<br>3. Very close | ENTER CODE #<br>1. Daily<br>2. Weekly<br>3. Monthly<br>4. Few times/yr.<br>5. Not at all | ENTER CODE #<br>1. Less than 1 Yr.<br>2. From 1-5 Yrs.<br>3. More than 5 Yrs. |
| FIRST NAME OR INITIALS | PERS # | | | | | | | | | |
| | 01 | | | | | | | | | |
| | 02 | | | | | | | | | |
| | 03 | | | | | | | | | |
| | 04 | | | | | | | | | |
| | 05 | | | | | | | | | |
| | 06 | | | | | | | | | |
| | 07 | | | | | | | | | |
| | 08 | | | | | | | | | |
| | 09 | | | | | | | | | |
| | 10 | | | | | | | | | |
| | 11 | | | | | | | | | |
| | 12 | | | | | | | | | |
| | 13 | | | | | | | | | |
| | 14 | | | | | | | | | |
| | 15 | | | | | | | | | |

## SOCIAL NETWORK (Continued)

H-2. We have just talked about the people who were important to you in the past month.

Now I would like you to tell me the names of two people who have ever made a positive difference in your life. (They may be the same people or they may be different people.) Who would they be? What is each person's relationship to you?
(RECORD FIRST NAME AND CODE)

PERSON 1:________________________________________

PERSON 2:________________________________________

| | Person 1 | Person 2 |
|---|---|---|
| BIRTH OR ADOPTIVE PARENT | 01 | 01 |
| FOSTER PARENT | 02 | 02 |
| SIBLING | 03 | 03 |
| OTHER RELATIVE | 04 | 04 |
| FRIEND | 05 | 05 |
| TEACHER | 06 | 06 |
| COUNSELOR | 07 | 07 |
| EMPLOYER | 08 | 08 |
| SOCIAL WORKER | 09 | 09 |
| OTHER (SPECIFY) PERSON 1________________<br>PERSON 2________________ | 88 | 88 |

ASK FOR EACH PERSON

H-3. How did (PERSON) make a positive difference? (RECORD VERBATIM)
(PROBE: Can you give me an example of what (PERSON) did that made a difference?)

PERSON 1: ________________________________________

________________________________________

PERSON 2: ________________________________________

________________________________________

H-4. Do any of your current friends include people you knew when you were in foster care?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

H-5. Do you still maintain contact with any of your (foster/group home) parents?

| | |
|---|---|
| Yes | 1 |
| No | 2 |

H-6. Do you still maintain contact with any of your past caseworkers or counselors?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | |

H-7. Now I have some questions about your marital status. Are you now married, living with someone as though married, divorced, separated, or have you never been married?

| | | |
|---|---|---|
| MARRIED | 1 | (H-9) |
| LIVING AS MARRIED | 2 | (H-8) |
| WIDOWED | 3 | (H-9) |
| DIVORCED | 4 | (H-9) |
| SEPARATED | 5 | (H-9) |
| NEVER MARRIED | 6 | (H-13) |

H-8. Have you ever been married?

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | (H-17) |

H-9. How many times have you been married?

| | | |
|---|---|---|
| ONCE | 1 | |
| TWO TIMES | 2 | |
| THREE OR MORE TIMES, | 3 | |

INSTRUCTION BOX

| | | |
|---|---|---|
| RESPONDENT MARRIED ONCE AND CURRENTLY MARRIED | 1 | (H-10, COL.1) |
| RESPONDENT MARRIED ONCE AND CURRENTLY WIDOWED, DIVORCED OR SEPARATED | 2 | (H-10 & H-11, COL.1) |
| RESPONDENT MARRIED MORE THAN ONCE | 3 | (H-10 - H-12, COLS. 1, 2, AND 3) |

| | COL. (1) CURRENT OR MOST RECENT MARRIAGE | COL. (2) PREVIOUS MARRIAGE | COL. (3) PREVIOUS MARRIAGE |
|---|---|---|---|
| H-10. In what month and year were you married (most recently/the time before)? | __ __/__ __<br>MONTH YEAR | __ __/__ __<br>MONTH YEAR | __ __/__ __<br>MONTH YEAR |
| H-11. What month and year (did that marriage end/were you separated)? | __ __/__ __<br>MONTH YEAR | __ __/__ __<br>MONTH YEAR | __ __/__ __<br>MONTH YEAR |
| H-12. Were you ... | | Divorced or ... 1<br>Widowed ....... 2 | Divorced or .......... 1<br>Widowed ............. 2 |

INSTRUCTION BOX

| | | |
|---|---|---|
| RESPONDENT CURRENTLY MARRIED, OR LIVING AS MARRIED | 1 | (H-17) |
| RESPONDENT CURRENTLY WIDOWED, DIVORCED, SEPARATED, OR NEVER MARRIED | 2 | (H-13) |

H-13. Do you date or go out...

| | | |
|---|---|---|
| Several times a week | 1 | |
| Weekly | 2 | |
| Several times a month | 3 | |
| Monthly | 4 | |
| Less than monthly | 5 | |
| Or never | 6 | (H-17) |

H-14. Would you prefer to date or go out...

| | |
|---|---|
| More frequently | 1 |
| Less frequently | 2 |
| Or about the same | 3 |

H-15. Are you presently dating any one person on a regular basis?

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | (H-17) |

H-16. Would you say that your relationship to this person is...

| | |
|---|---|
| Very close | 1 |
| Somewhat close | 2 |
| Or not very close | 3 |

H-17. ASK EVERYONE
Have you (given birth to/fathered) any children?

| | | |
|---|---|---|
| YES | 1 | (a) |
| NO | 2 | (SECTION I) |

(a) How many?

| | |
|---|---|
| One | 1 |
| Two | 2 |
| Three | 3 |
| Four or | 4 |
| Five or More | 5 |

INSTRUCTION BOX

STARTING WITH THE FIRST CHILD, ASK H-18 - H-21 FOR EACH CHILD.

| | H-18 | H-19 | H-20 | H-21 |
|---|---|---|---|---|
| a. FIRST CHILD<br>(oldest) | In what month and year was your child born?<br>___ / ___<br>MO YR<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>CHILD NO LONGER LIVING ........................ 1 | How old were you when (child) was born<br>___<br>AGE<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>IF CHILD NO LONGER LIVING, ASK ABOUT NEXT CHILD | Who is the child living with? (CIRCLE ALL THAT APPLY)<br>Respondent ........................ 01<br>The other birth parent ............ 02<br>A step parent ........................ 03<br>Another relative ..................... 04<br>A foster parent or .................. 05<br>An adoptive parent ................ 06<br>Other (SPECIFY) .................... 08<br>___ | Were you married to the other parent, living with the other parent but not married, or single at the time of the child's birth?<br>Married ................. 1<br>Living with other parent ......... 2<br>Single ..................... 3<br>Don't Know/ Don't Remember .......... 8<br>ASK H-18 ABOUT 2ND CHILD |
| b. SECOND CHILD<br>(next oldest) | In what month and year was your child born?<br>___ / ___<br>MO YR<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>CHILD NO LONGER LIVING ........................ 1 | How old were you when (child) was born<br>___<br>AGE<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>IF CHILD NO LONGER LIVING, ASK ABOUT NEXT CHILD | Who is the child living with? (CIRCLE ALL THAT APPLY)<br>Respondent ........................ 01<br>The other birth parent ............ 02<br>A step parent ........................ 03<br>Another relative ..................... 04<br>A foster parent or .................. 05<br>An adoptive parent ................ 06<br>Other (SPECIFY) .................... 08<br>___ | Were you married to the other parent, living with the other parent but not married, or single at the time of the child's birth?<br>Married ................. 1<br>Living with other parent ......... 2<br>Single ..................... 3<br>Don't Know/ Don't Remember .......... 8<br>ASK H-18 ABOUT 3RD CHILD |
| c. THIRD CHILD<br>(next oldest) | In what month and year was your child born?<br>___ / ___<br>MO YR<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>CHILD NO LONGER LIVING ........................ 1 | How old were you when (child) was born<br>___<br>AGE<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>IF CHILD NO LONGER LIVING, ASK ABOUT NEXT CHILD | Who is the child living with? (CIRCLE ALL THAT APPLY)<br>Respondent ........................ 01<br>The other birth parent ............ 02<br>A step parent ........................ 03<br>Another relative ..................... 04<br>A foster parent or .................. 05<br>An adoptive parent ................ 06<br>Other (SPECIFY) .................... 08<br>___ | Were you married to the other parent, living with the other parent but not married, or single at the time of the child's birth?<br>Married ................. 1<br>Living with other parent ......... 2<br>Single ..................... 3<br>Don't Know/ Don't Remember .......... 8<br>ASK H-18 ABOUT 4TH CHILD |
| d. FOURTH CHILD<br>(next oldest) | In what month and year was your child born?<br>___ / ___<br>MO YR<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>CHILD NO LONGER LIVING ........................ 1 | How old were you when (child) was born<br>___<br>AGE<br>DON'T KNOW/ DON'T REMEMBER<br>98<br>IF CHILD NO LONGER LIVING, ASK ABOUT NEXT CHILD | Who is the child living with? (CIRCLE ALL THAT APPLY)<br>Respondent ........................ 01<br>The other birth parent ............ 02<br>A step parent ........................ 03<br>Another relative ..................... 04<br>A foster parent or .................. 05<br>An adoptive parent ................ 06<br>Other (SPECIFY) .................... 08<br>___ | Were you married to the other parent, living with the other parent but not married, or single at the time of the child's birth?<br>Married ................. 1<br>Living with other parent ......... 2<br>Single ..................... 3<br>Don't Know/ Don't Remember .......... 8 |

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H-22. If you could do it over, would you again have (a) (child)ren at the age you had (one/them) or not?

| | |
|---|---|
| Yes, would have at same age .......................... | 1 |
| No, would not have at same age .......,.......... | 2 |
| MAYBE/NOT SURE .......................................... | 3 |

## SECTION I

## FOSTER CARE HISTORY AND ASSESSMENT

I would now like to turn to another topic and ask you about the time you spent in foster care and your feelings about the experience.

I-1. To begin, how old were you when you first left home to enter foster care?

______________
AGE
DK/DON'T REMEMBER .................................. 00

I-2. Why do you think you were placed in foster care?
(PROBE IF NECESSARY: What do you think might have been the reason?)

________________________________________

________________________________________

I-3. Why did you leave foster care in (DATE)? Did you...

| | |
|---|---|
| Reach the age to leave ..................................... | 1 |
| Get married .................................................... | 2 |
| Run away ...................................................... | 3 |
| Return home or ............................................... | 4 |
| Some other reason (SPECIFY) ___________ | 5 |

________________________________________

________________________________________

I-4. During your time in foster care did you ever run away from any of the homes or institutions that you were living in?

| | | |
|---|---|---|
| YES ............................................................ | 1 | |
| NO .............................................................. | 2 | (I-10) |

I-5. What was the main reason that you decided to run away? (RECORD VERBATIM)

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

I-6. Did you run away.. .

| | | |
|---|---|---|
| One time | 1 | (I-7) |
| Two times | 2 | (I-8) |
| Three times | 3 | |
| Four times or | 4 | |
| Five or more times? | 5 | |

I-7. How long were you away?

|___|___|
NUMBER

| | | |
|---|---|---|
| HOURS | 1 | (I-9) |
| DAYS | 2 | |
| WEEKS | 3 | |
| MONTHS | 4 | |
| DK | 8 | |

I-8. What was the longest time you were ever away?

|___|___|
NUMBER

| | |
|---|---|
| HOURS | 1 |
| DAYS | 2 |
| WEEKS | 3 |
| MONTHS | 4 |
| DK | 8 |

I-9. Were you ever without a place to sleep during any nights you were away?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| DK | 8 |

ASK EVERYONE

I-10. Did you ever run away before entering foster care?

| | | |
|---|---|---|
| YES | 1 | |
| NO | 2 | (I-13) |
| NO, TOO YOUNG TO RUN AWAY | 3 | (I-13) |

I-11. At that time did you run away..

| | |
|---|---|
| One time | 1 |
| Two times | 2 |
| Three times | 3 |
| Four times or | 4 |
| Five or more times? | 5 |

I-12. Were you ever without a place to sleep during any nights you were away?

| | | |
|---|---|---|
| Yes | 1 | |
| No | 2 | |
| DK | 8 | |

ASK EVERYONE

I-13. Did anyone ever force you to leave your home without providing you with a place to live?

| | | |
|---|---|---|
| Yes | 1 | (I-14) |
| No | 2 | (I-15) |
| DK | 8 | (I-15) |

I-14. What were the circumstances under which you were forced to leave your home? (RECORD VERBATIM)

________________________________________________

________________________________________________

I-15. (1) Shortly before (DATE) did your caseworker or counselor . . .

(2) Shortly before (DATE) did your foster parent(s) . . .

| | | |
|---|---|---|
| RESPONDENT NEVER HAD CASEWORKER OR COUNSELOR | 1 | |
| RESPONDENT NEVER HAD FOSTER PARENTS | 2 | (I-17) |

| | Caseworker/ counselor (1) | | Foster parent(s) (2) | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| a. Get you a job or job interview? | 1 | 2 | 1 | 2 |
| b. Provide you with a monthly check? | 1 | 2 | 1 | 2 |
| c. Have a meeting with you to see if you needed any help? | 1 | 2 | 1 | 2 |
| d. Give you your health records? | 1 | 2 | 1 | 2 |
| e. Provide health care insurance for you? | 1 | 2 | 1 | 2 |
| f. Give you the name of a person to call if you had any problems? | 1 | 2 | 1 | 2 |
| g. Give you money for an apartment? | 1 | 2 | 1 | 2 |
| h. Anything else? (SPECIFY) | 1 | 2 | 1 | 2 |

CASEWORKER/COUNSELOR____________________

FOSTER PARENT(S)____________________

I-16. To your knowledge, did your foster parents participate in any training to prepare you for living on your own?

| | |
|---|---|
| Yes | 1 |
| No | 2 |
| DK/NOT SURE | 3 |
| NO FOSTER PARENTS | 4 |

I-17. While you were in foster care were you taught any of the following?

| | | Yes | No |
|---|---|---|---|
| a. | How to budget your money | 1 | 2 |
| b. | Open a bank account | 1 | 2 |
| c. | How to balance a checkbook | 1 | 2 |
| d. | Obtain a credit card | 1 | 2 |
| e. | Buy a car | 1 | 2 |
| f. | Get car insurance | 1 | 2 |
| g. | Get health insurance | 1 | 2 |
| h. | How to make friends | 1 | 2 |
| i. | Get health care | 1 | 2 |
| j. | How to make decisions about birth control | 1 | 2 |
| k. | Prepare meals | 1 | 2 |
| l. | Choose nutritionally good food | 1 | 2 |
| m. | How to find a job | 1 | 2 |
| n. | Find opportunities for training and education | 1 | 2 |
| o. | Find a place to live | 1 | 2 |
| p. | Do housekeeping | 1 | 2 |
| q. | Shop | 1 | 2 |
| r. | Obtain legal assistance | 1 | 2 |
| s. | Locate community resources (i.e., post office, hospital, counselling service) | 1 | 2 |
| t. | Set and achieve goals | 1 | 2 |
| u. | Tell other people how you feel | 1 | 2 |
| v. | Express your opinion | 1 | 2 |
| w. | Make decisions | 1 | 2 |

| | | |
|---|---|---|
| AT LEAST TWO ITEMS CODED "YES" IN I-17 | 1 | (I-18) |
| ONE ITEM OR NONE CODED "YES" IN I-17 | 2 | (I-19) |

I-18. Did you learn these things mainly from...

| | | YES | NO |
|---|---|---|---|
| a. | Attending life skills classes | 1 | 2 |
| b. | Your foster or group home parents | 1 | 2 |
| c. | Attending a teen conference or weekend retreat | 1 | 2 |
| d. | Or from some other place or person (SPECIFY)____________________ | 1 | 2 |

I-19. What has been most useful in helping you to prepare for living on your own? (RECORD VERBATIM) (PROBE IF NECESSARY: Even small things that helped you live on your own)

______________________________________________

______________________________________________

I-20. Were you in a special program to help you make the move from foster care to living on your own?

| | | |
|---|---|---|
| Yes | 1 | (1) |
| No | 2 | (I-21) |
| DK | 8 | (I-21) |

(1) What was the name of the program?

______________________________________________

I-21. What has been your biggest problem since you were discharged from foster care in (DATE)? (RECORD VERBATIM)

______________________________________________

______________________________________________

I-22. Upon discharge in (DATE) did you ...

| | YES | NO |
|---|---|---|
| a. have a driver's license? | 1 | 2 |
| b. have at least $250.00 | 1 | 2 |
| c. have pots and pans or other furnishings to set up housekeeping? | 1 | 2 |
| d. have a place to live? | 1 | 2 |
| e. know what occupation you wanted to pursue? | 1 | 2 |

I-22a. After you were discharged from foster care in (DATE), did anyone from the foster care agency. . .

| | YES | NO | | YES | NO |
|---|---|---|---|---|---|
| a. Find you a place to live? | 1 | 2 | f. Give you a monthly check? | 1 | 2 |
| b. Pay your rent? | 1 | 2 | g Pay for any schooling? | 1 | 2 |
| c. Pay your medical expenses? | 1 | 2 | h. Refer you to other services for help? | 1 | 2 |
| d. Hold group meetings for you and other young people discharged from foster care? | 1 | 2 | i. Did anyone from the foster care agency help you in any other way? | 1 (1) | 2 |
| e. Have individual meetings with you? | 1 | 2 | | | |

(1) In what way? ______________________________________________

______________________________________________

I-23. If you could, how would you improve foster care?
(PROBE: What else would you do?)

## SECTION J

## ASSESSMENT OF COMMUNITY SERVICES

J-1. Now I have some final questions about services which sometimes are available in some communities. For each service, please tell me whether you have used such a service since about (DATE)?

| | | Used | |
|---|---|---|---|
| | | Yes | No |
| a. | First, how about getting housing? | 1 | 2 |
| b. | What about food stamps? | 1 | 2 |
| c. | General assistance or emergency funds? | 1 | 2 |
| d. | Aid to families with dependent children (AFDC)? | 1 | 2 |
| e. | A family planning clinic? | 1 | 2 |
| f. | Unemployment insurance payments? | 1 | 2 |
| g. | What about job placement advice? | 1 | 2 |
| h. | A public shelter? | 1 | 2 |
| i. | How about a community mental health program? | 1 | 2 |
| j. | How about alcohol treatment? | 1 | 2 |
| k. | Drug treatment? | 1 | 2 |
| l. | A food program such as a food bank or soup kitchen? | 1 | 2 |
| m. | Any others? (SPECIFY) ____________________ | 1 | 2 |

USED AT LEAST ONE SERVICE SINCE REFERENCE DATE ........ 1 (J-2)
USED NO SERVICES SINCE REFERENCE DATE .......................... 2 (J-3)

J-2. Of all the benefits, services, and programs available in your community, which ones have you found most helpful since (DATE)? (RECORD VERBATIM)

________________________________________

________________________________________

________________________________________

None .................................................................. 00

J-3. Do you currently have...

| | | YES | NO | |
|---|---|---|---|---|
| a. | A valid state driver's license? | 1 | 2 | |
| b. | A car? | 1 | 2 | (d) |
| c. | Car insurance? | 1 | 2 | |
| d. | Any credit cards? | 1 | 2 | |
| e. | A checking account? | 1 | 2 | |
| f. | A savings account? | 1 | 2 | |

J-4. We have covered many topics in this interview. Is there anything else about your experience in foster care, your present situation, or about your future plans that you would like to share?

| | | |
|---|---|---|
| YES | 1 | (1) |
| NO | 2 | (J-5) |

(1) What is that? (RECORD VERBATIM)

J-5. Finally, I would like to have the name, address, and telephone number of a relative or friend who would know how to get in touch with you in case we need to contact you again and have a hard time reaching you.

NAME:

ADDRESS:
STREET NAME AND NUMBER APT. NUMBER

CITY STATE ZIP CODE

TELEPHONE: ( )

J-6. How is (NAME) related to you?

RELATIONSHIP:

J-7. And, what is your Social Security Number? ☐☐☐ - ☐☐ - ☐☐☐☐

GO TO CLOSING STATEMENT

## CLOSING STATEMENT

Thank you very much for taking the time to talk with me. Your answers will be important in helping the Department of Health and Human Services and local child welfare agencies better prepare foster care youth for living on their own. Again, thank you.

Time Ended ___________ am
pm